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Continuing The History Teacher's Magazine

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THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

ALBERT E. MCKINLEY, MANAGING EDITOR

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The Teaching of Civics in the Junior High School with Especial Reference to the Work in the Ninth Grade

by Professor Howard C. Hill, with Supplementary Papers
by W. H. Shephard, T. B. Peers, Ethel G. Birdno,
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The Teaching of Civics in the Junior High School with Especial Reference to the Work in the Ninth Grade.

BY HOWARD C. HILL, SCHOOL OF EDUCATION, UNIVERSITY OF CHICAGO

THE SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL

No uniformity obtains in the courses in the social studies that are now offered in the junior high school grades. While no recent, authoritative survey showing the exact distribution of such courses is available, there is abundant evidence that a wide variation exists. In some schools geography and community civics are taught in the seventh grade, American history in the eighth grade, and world history in the ninth grade. In other schools, American history is taught in the seventh grade, community civics in the eighth grade, and early European or ancient history in the ninth grade. In a third group of schools, European history is taught in the seventh grade, American history in the eighth grade, and community civics in the ninth grade.

A number of examples may be cited. In Pennsylvania, United States history is offered in the seventh grade, community civics in the eighth grade, vocational and economic civics in the ninth grade.¹ In the junior high schools of Chicago, civics and history, offered in parallel courses, are taught in the seventh, eighth, and ninth grades, community civics and the European background of American history in the seventh grade, community civics and American history in the eighth grade, vocational civics and American history in the ninth grade. The Connecticut manual of the social studies provides for "The World, Its People, and their History" in the seventh grade, "The Growth of the United States as a National Community" in the eighth grade, "Group Life and Civic Problems" in the ninth grade. In the city of Baltimore, American history is taught in the seventh and eighth grades, and community civics in the ninth grade.² A recently completed investigation of the social science programs of forty junior high schools reveals the following wide variations in the grade placement of the social studies.³

Without an exhaustive survey as a basis it is hazardous to generalize concerning the placement of the various social studies in the upper elementary and junior high school grades. In the absence of such a foundation, conclusions are oftentimes the outgrowth of the predilections of the generalizer. Recognizing the difficulties inherent in the situation in the formulation of conclusions, the writer nevertheless ventures the opinion that the available evidence

indicates the following trends in the grades named: First, a tendency to include the social studies in each of the junior high school grades; second, a tendency to divide the time equally between history and civics; third, a tendency either to place in each grade history and civics (taught in sequence or parallel), or to place community civics in the eighth grade (when the teaching of civics is limited to a single year) and to place history in the other two grades, or to place community civics in the eighth grade throughout the year, with vocational civics in the ninth grade for a half year, history to be taught in the seventh grade and the remaining half of the ninth grade. Concerning the tendency last mentioned, it should be added that at the present time the *practice* of most schools seems to be to place community civics in the ninth grade, but the shifts in placement that have occurred during recent years seem in most instances to have taken one of the three directions named above.

In the opinion of the writer the grade most suitable for the teaching of community civics, if the time devoted to the subject is limited to a single year, is the eighth rather than the ninth grade. The large majority of schools still have the eight-four form of organization. In such communities the boys and girls who drop out of school at the end of the eighth grade—and the number of such pupils is not small—are deprived of systematic instruction in the privileges and obligations of citizenship if community civics is deferred until the ninth grade. A better solution of the problem, of course, is to provide for the teaching of civics in each of the junior high school grades in the manner followed in many schools as shown earlier in this article.

In framing the suggestions that follow, the wide variations that now obtain throughout the country in both the placement and the time allotment of civic instruction have been kept in mind. Notwithstanding the care that has been exercised, modification in the recommendations will need to be made in order to fit them to the varying needs and conditions that exist in different schools. In only few instances, if any, will all the suggestions prove either applicable or practicable.

VIEWPOINT AND OBJECTIVES

As employed by those who adhere to the newer conceptions of the teaching of civics, the term citizenship embraces much more than the political phases

A TABULAR VIEW OF PROGRAMS FOR THE SOCIAL STUDIES IN FORTY JUNIOR HIGH SCHOOLS

Grade VII	Grade VIII	Grade IX
U. S. Hist., Civ.	U. S. Hist., Civ.	Eur. Hist. (5 schools)
U. S. Hist.	U. S. Hist., Civ.	Eur. Hist., Civ. (3 schools)
U. S. Hist., Civ.	U. S. Hist., Civ.	Eur. Hist., Civ. (2 schools)
U. S. Hist.	U. S. Hist.	Civ. (2 schools)
U. S. Hist.	U. S. Hist., Civ.	Eur. Hist. (2 schools)
U. S. Hist., Geog.	U. S. Hist., Civ.	Eur. Hist. (2 schools)
U. S. Hist., Civ.	U. S. Hist.	Civ.
U. S. Hist., Civ.	U. S. Hist.	Eur. Hist., Civ.
U. S. Hist., Civ.	U. S. Hist., Civ.	Eur. and U. S. Hist., Civ., Geog.
U. S. Hist., Civ.	U. S. Hist., Civ.	No Hist. or Civ.
U. S. Hist.	U. S. Hist., Civ.	No Hist. or Civ.
U. S. Hist.	Civ	Civ.
U. S. Hist., Civ., Geog.	U. S. Hist., Civ., Geog.	Eur. and U. S. Hist., Civ., Geog.
U. S. Hist., Civ., Geog.	U. S. Hist., Civ.	No Hist. or Civ.
U. S. Hist., Civ., Geog.	U. S. Hist.	Civ.
U. S. Hist., Civ., Geog.	U. S. Hist., Civ.	Eur. Hist., Civ.
U. S. Hist., Geog.	U. S. Hist., Civ.	Eur. Hist., Civ.
U. S. Hist., Geog.	U. S. Hist., Civ.	Civ.
U. S. Hist., Geog.	Civ	Civ.
Eur. Hist., U. S. Hist.	U. S. Hist.	Eur. and U. S. Hist., Civ., Geog.
Eur. Hist., U. S. Hist.	U. S. Hist.	Eur. Hist., Civ.
Eur. and U. S. Hist., Civ., Geog.	U. S. Hist., Civ.	Civ.
Eur. and U. S. Hist., Civ., Geog.	U. S. Hist., Civ., Geog.	Eur. Hist., Civ.
Eur. and U. S. Hist., Civ., Geog.	U. S. Hist., Civ.	Eur. Hist., Civ.
Eur. and U. S. Hist., Civ., Geog.	U. S. Hist., Civ.	(not available)
Eur. Hist.	U. S. Hist.	Civ.
Civ., Geog.	U. S. Hist., Civ.	Eur. Hist., Civ.
Civ., Geog.	U. S. Hist., Civ.	Civ.
Civ.	U. S. Hist., Civ., Geog.	Eur. and U. S. Hist., Civ., Geog.
U. S. Hist., Civ.	U. S. Hist., Civ.	(not available)

of human life. While regarding the subject of government as rightfully occupying an important part in an adequate course, they believe that civic instruction should also include information and training in other aspects of human relationships, in economic and social matters, as well as in political elements.

For such reasons advocates of the new civics believe that the junior high school grades should provide instruction that will serve primarily as an introduction to the study of society; that the course in civics should be of such character as to inculcate in boys and girls an understanding and an appreciation of their social environment, its character, its needs, and its problems; that when properly devised the course will prove instrumental in developing in the pupils social attitudes and social behavior; that an understanding of society when combined with social attitudes and social behavior will result in an adjustment to and a control of the social environment to the end that the common welfare may be advanced; that the promotion of the common welfare is the goal of all genuine training in citizenship.

In short, citizenship is conceived as synonymous with membership; good citizenship, with good membership. Hence, education in citizenship is regarded as education in membership. Both the subject-matter and the activities that enter into a course in citizenship should, therefore, it is believed, consist of such material and such activities as enter into the lives of normal boys and girls, of normal men and women.

To be more specific, it is held that the material that constitutes the subject-matter of a course in civics for the junior high school grades should con-

sist of a study of the human groups to which normal human beings belong, whether such groups are political, social, or industrial. This brings us to a consideration of the content and organization of the civics course.

CONTENT OF THE CIVICS COURSE

If civics is to enable boys and girls to understand the social environment in which they live, the course must illuminate the four chief elements that characterize human society, namely, interdependence, co-operation, conflict, and control. The ways in which the four elements enter into economic, social, and political institutions and problems should be illustrated with concrete and typical examples of community life drawn from the news of the day and from the experiences and the immediate surroundings of the pupils. Class activities must be vitalized by definite provisions for linking up the work in the classroom with the life of the community and by affording ample opportunities for pupil co-operation in the affairs of the school and of the neighborhood.

To avoid waste in the selection and arrangement of the units that comprise the material for study, and to clarify the thought of both teacher and pupils in the conduct of the work, the course should be organized in accordance with specific guiding principles, of which the following may serve as examples:¹

1. Units that will present the fundamental phases of community life—social, economic, and political—should form the content of the course.

2. Only units that have value to every pupil should be included.

3. So far as practicable, units should be co-

ordinate in kind, but not necessarily equal in rank.

4. Topics should be selected and arranged so as to form a course that has unity, coherence, and development.

5. The available time should be divided among the units of the course in accordance with their relative values for teaching purposes.

6. The course should be planned so as to contain elements of progress within the subject; that is, topics, readings, problems, and exercises should be arranged so far as possible on an ascending scale of difficulty.

7. The material in each unit should be arranged so as to proceed from need or function to machinery or agency, to personal responsibility or obligation, with emphasis constantly upon function and responsibility rather than upon machinery or agency.

8. The course should provide for the participation of pupils in civic activities and community chores of various and suitable kinds, in order that civic habits and civic skills may be inculcated and established.

Comments upon several of the foregoing principles will clarify the characteristics that mark an adequate course in civics. The second principle, for example, is based upon the belief that, since with negligible exceptions all pupils are citizens, all need training and instruction in citizenship. Hence, the course in civics should be taken by all pupils. It follows axiomatically, however, that only that which concerns all should be required of all; hence, the units that constitute the course should consist only of such matters as concern all pupils.

If the course is to have the greatest educative value, the units that enter into it should be selected and arranged, as stated in the fourth principle, so as to form a body of material possessing unity, coherence, and development. Instead of serving as a sort of scrap-bag into which all sorts of nondescript material may be cast, or—to change the figure—as a sort of crazy quilt, made up of shreds and patches, finding little or no placement in other parts of the curriculum, the civics course should be bound together by a unifying, rationalizing principle, the interpretation and illumination of which it is the function of the course, intellectually considered, to expound and develop. The various units that compose the course should be selected, then, because of the value they possess as means of interpreting the underlying principle of human life on which the course is built. They should be arranged so as to cohere to one another naturally and so as to enable the pupils to see the inter-relationships. In other words, the units should be ordered not like beads on a chain, without rhyme or reason, but in such manner as to make their order intelligible to both pupils and teachers.

As stated in the sixth principle, the work in civics should also be planned so as to contain elements of progress within the subject. That is, the course should provide for growth in power as well as for

enlargement in knowledge and understanding. Hence, so far as possible, the simpler units should be presented in the first part of the course, the more difficult ones in the latter part. Where inherent differences in the different units do not seem to exist, or where for various reasons it may seem necessary to take up units of greater intrinsic difficulty in advance of units of less complex character, the psychological and pedagogical aspects of the course may be safeguarded by a wise selection of the material entering into the unit. The material to be taught in a unit such as "The Family" may be so chosen as to be within the intellectual grasp of a child in the third grade, or it may be selected so as to challenge the mental capacity of a graduate student. Provision for intellectual progress and capacity may also be made by arranging supplementary readings, special reports, problems for investigation, and class activities on an ascending scale of difficulty. Pupils should be able to solve problems or manage activities toward the end of the course that would be quite beyond their capacity at the beginning.

One of the outstanding features of the old civil government was the concentration of attention upon the mechanics of government. In numerous instances exponents of the new civics have fallen into like error by laying undue emphasis upon agencies, both voluntary and governmental, that have arisen to meet social situations. The seventh principle stated above is intended to guard against such mistakes. Human needs, personal obligations, and the functions of social agencies in contributing to human needs and the solution of social problems are regarded as the proper points of emphasis in the civics course. Governmental machinery and community agencies have a rightful place in citizenship training, but their place is one of secondary, not primary, importance.

The last principle given above is one of the most important in the organization of a course of civics. In citizenship training knowledge is important, intelligence is more important, but conduct is the most important of all. Opportunities must be afforded, therefore, for the cultivation of civic habits and civic skills. Much more is needed in the civics course than can be provided by field trips and community surveys, valuable as such activities are for the gathering of information and for the introduction of vitality and actuality into the course. In addition, however, an adequate course will provide for active participation by the pupils in the actual betterment of the various groups to which they belong.

The following general organization of a course in civics, offered as a tentative embodiment of the guiding principles set forth above, is planned primarily for upper elementary and junior high school grades.

The suggested general organization is to be regarded as a tentative proposal. As pointed out above, it will require modification to meet the needs of various schools. In some instances, units should be dropped; in others, units may well be added. The time distribution also is merely suggestive. It will need revision in accordance with the capacity of the

pupils, the extent to which supplementary reading is employed, and the scope of the provisions included in the course for class activities, field trips, and investigative community projects and enterprises.

GENERAL ORGANIZATION

Units.	Distribution of Time in Per Cent.
Part One: Community Life	18
I. Living Together.	
II. The Family and the Home.	
III. The School and Education.	
IV. The Church and Religion.	
V. The Neighborhood and the Community.	
VI. The Nation and Our Country.	
VII. The World and Our Neighbors in Other Lands.	
Part Two: Community Welfare	18
VIII. Safeguarding Health.	
IX. Establishing Protection Against Fire.	
X. Securing Safety from Disorder.	
XI. Providing Enjoyment and Recreation.	
XII. Promoting Community Planning and Civic Beauty.	
XIII. Aiding the Handicapped.	
Part Three: Government and Citizenship	14
XIV. Our Local Governments.	
XV. The State Government.	
XVI. The Governing of the Nation.	
XVII. Selecting Government Officials.	
XVIII. Meeting Government Expenses.	
XIX. Rights and Duties of Citizenship.	
Part Four: Industry and Business	20
XX. Making a Living.	
XXI. Thrift and Conservation.	
XXII. Buying and Selling.	
XXIII. Transferring Goods.	
XXIV. Sending Messages.	
XXV. Working Together.	
Part Five: Occupations	30
XXVI. Choosing One's Work.	
XXVII. Farming, Forestry, Mining.	
XXVIII. Manufacturing and Building.	
XXIX. Transportation and Shipping.	
XXX. Merchandizing and Banking.	
XXXI. Serving the Public.	
XXXII. The Professions.	
XXXIII. Succeeding in One's Work.	

The course is intended as an introduction to the study of human life. Beginning with a survey of the nature of society, Part One provides in a genetic order for an examination of the various groups to which normal human beings belong or by which their lives and welfare are affected. By extending the course so that it embraces within its scope the nation and the world, as well as the neighborhood and the local community, the narrowness of treatment characteristic of many courses in community civics is avoided and modern society is presented in its true light as an interrelated, economic, organic whole, each part dependent upon every other part, the home on the school and the school on the home, the city on the country and the country on the city, the American people on the other nations and other nations on the American people.

The elements of community welfare suggested in Part Two should be treated in like manner. The subject of health, instead of being presented merely

as a local problem, should be taught so as to bring to boys and girls an understanding of the great truth that not only do they have an individual responsibility that no one else can shoulder for keeping their bodies strong and fit, but that health is also a problem of the community in the largest sense of the term, and that its preservation and promotion necessitate the joint efforts of the individual, the locality, the state, the nation, and the countries of the world. Starting with a discussion of the importance to each pupil of the element of welfare to be studied, the teaching of each of the units in Part Two should include an examination in consecutive order of appropriate local, state, national, and world needs and agencies, both governmental and voluntary. The study should culminate in a consideration of the opportunities and obligations of each citizen to do his part toward the promotion of the general welfare.⁵

In Parts One and Two of the course governmental agencies engaged in the solution of human needs and problems should be the repeated objects of study. Difficulties and problems in connection with the governmental activities just mentioned will occasion frequent questions and comments in the class. Following the functional approach thus provided in the first part of the course, Part Three is devoted chiefly to the mechanics and control of government as one of the agencies established by society for the promotion of the common good. A study of the local, state, and national governments is followed by an examination of the methods by which the governmental officials are chosen, the way in which governmental expenses are met, and an analysis of the rights and duties of citizenship.

Parts Four and Five are devoted in large measure to the economic and vocational aspects of community life. Part Four consists of an explanation of elementary principles of economics, a phase of instruction essential to an understanding of human society, but ordinarily omitted in the selection and organization of material included in vocational civics. Part Five comprises a survey of basal lines of work and is intended to provide information about various occupations such as will furnish assistance to boys and girls in choosing intelligently their life work.

But the chief purpose of the material outlined in Parts Four and Five is not narrowly utilitarian. Instead, to quote the words of the report of the Committee on Social Studies of the National Education Association, the purpose is "the development of an appreciation of the social significance of all work; of the social value and interdependence of all occupations; of the social responsibility of the worker, not only for the character of his work, but for the use of its fruits; of the opportunities and necessity for good citizenship in vocational life; of the duty of the community to the worker; of the necessity for social control, governmental and otherwise, of the economic activities of the community; and of the part that government actually plays in regulating the economic life of the community and of the individual."⁶

THE TEXTBOOK

Civics instruction will be promoted by the use of a suitable textbook, by an abundant supply of supplementary reading material, and by adequate provision of laboratory equipment.

When used properly, a textbook serves as a central, unifying core or basis for instruction. A text, of course, should not be regarded as the object of study, but as an aid to study. The community itself, interpreted broadly as including all persons associated in any way with one another, is the object of investigation. The text is merely a guide book, valuable when so used, harmful when employed otherwise.

In the selection of a text the first consideration should be to choose a volume that will fit the course, rather than to frame the course so as to fit the text. The choice should depend upon the scope of the book, the organization and proportion of the subject-matter, and the adequacy of treatment of the various topics that are discussed. The readability, dignity, and attractiveness of the author's style are elements of prime importance. In addition the pedagogical aids in the volume, their character, variety, and practical value, as well as the character and educational utility of the pictures, maps, charts, and graphs are matters of consequence. Naturally, the quality of the type, paper, and binding, as well as the format of the volume, should enter into the selection. Most important of all considerations, however, is the scholarship, experience, tone, and viewpoint of the author: on such elements more than upon any other, perhaps, depend the success and serviceability of the text.

Annotated lists of distinctive civics texts may be found in the following references: Bertha G. Buell, "Recent High School Texts in the Social Sciences," *THE HISTORICAL OUTLOOK*, XIV (June, 1923), pp. 229-230; R. O. Hughes, "Recent Texts in the Social Studies," *ibid.*, XIV (December, 1923), pp. 373-376, and the current issue, pp. 28-30; Earle U. Rugg, "Innovating Types of Social Science Textbooks and Syllabi," *Twenty-second Yearbook of the National Society for the Study of Education*, Part II (February, 1923), pp. 73-74; Olive Thompson, "Guide to Readings in Civic Education," *University of California Syllabus Series*, No. 157 (Revised and Enlarged, February, 1924), pp. 106-109.

SUPPLEMENTARY READING MATERIAL

Supplementary reading material, when chosen wisely and used judiciously, is a most valuable aid to the teaching of civics. When so selected and utilized, supplementary reading serves to clarify the abstractions and generalizations of the text, to illuminate and interpret social situations and problems, and to vitalize and humanize much of the material included within the course.

Supplementary reading materials, as considered in this article, are grouped under three heads: First, general reference works; second, classroom library; third, school library. Lists of books in each group are given below.

The inexpensive reference works, such as the newspaper year books, may advantageously be kept in the classroom; other general reference works should be placed in the school library. If possible, the volumes comprising the class library should be kept in the classroom, where they will be available for use when needed; if funds permit, the more valuable titles on the list should be furnished in quantities sufficient to supply each pupil with a copy during laboratory periods. School library books are intended for home reading of an extensive rather than intensive character; such reading will be largely voluntary; the books should be available for circulation in the public library as well as in the library of the school.

General Reference Books.—General reference works are valuable as sources in which to secure up-to-date information, reliable statistical data, and succinct accounts of topics that arise from time to time in classroom discussion. The following titles will serve ordinary school needs:

1. Yearbooks (one):
 - a. *New York World Almanac and Book of Facts* (edited by Robert Hunt Lyman), New York: New York World, \$0.50.
 - b. *The Chicago Daily News Almanac and Yearbook*. Chicago, Ill.: Chicago Daily News Company, \$0.50.
 - c. *American Yearbook*. New York: D. Appleton and Co., \$5.00.
 - d. *International Yearbook*. New York: Dodd, Mead and Co., \$7.50.
2. Encyclopedia (one or both):
 - a. *Compton's Pictured Encyclopedia*. 10 volumes. Chicago: F. E. Compton and Company, 1923.
 - b. *World Book*. 10 volumes. Chicago: World Book, 1919.
3. *Statistical Abstract of the Census of the United States*. Washington, D. C.: Government Printing Office.
4. Dictionary (one):
 - a. William D. Lewis and Edgar A. Singer, *The Winston Simplified Dictionary*. Philadelphia: John C. Winston Company, 1919.
 - b. *Webster's Academic Dictionary*. New York: American Book Company, 1895.
5. Atlas (one):
 - a. *Philips' Modern School Atlas of Comparative Geography* (edited by George Philip). London: George Philip and Son, Ltd., 1922.
 - b. J. Paul Goode, *Goode's School Atlas: Physical, Political and Economic*. Chicago: Rand McNally and Company, 1923.
6. Hendricks, Genevieve Poyneer, *Handbook of Social Resources of the United States*. Washington, D. C.: The American Red Cross, 1921.

Classroom Library.—A classroom library should comprise a well-balanced, inexpensive, and interesting set of books selected for the purpose of supplementing the treatment in the text of the various units in the course. In the list of books given below the first two titles contribute concrete accounts of governmental activities, the next two supplement the sociological aspects of the course, the fifth and sixth treat economic matters. The last four titles contribute to all phases of the work, the first three by furnishing expository, descriptive, and interpretative material, and the last by supplying short stories, poems, essays, and narratives illustrating various aspects of community life. The entire set of books can be purchased for less than fifteen dollars.

1. William Atherton Du Puy, *Uncle Sam's Modern Miracles*. New York: Frederick A. Stokes Company, 1914.

This book contains accounts of such varied activities of the national government as the reclamation of desert lands, the capture of blackhanders, the taking of the census, the education of the Filipinos, and the assimilation of immigrants.

2. Oscar Phelps Austin, *Uncle Sam's Secrets: a Story of National Affairs for the Youth of the Nation*. New York: D. Appleton and Company, 1916.

The story of Daniel Patterson, a young man, who goes to Washington to secure the redemption of some damaged paper money, who is arrested and tried on the charge of stealing a die in the mint, and who has many mishaps and adventures that bring him in contact with the national government.

3. Ezra T. Towne, *Social Problems*. (Revised edition.) New York: Macmillan Company, 1924.

Immigration, child labor, women in industry, labor organizations, unemployment, the blind and the deaf, poverty, and conservation are among the subjects treated in this volume.

4. Henry P. Fairchild, *Elements of Social Science*. New York: Macmillan Company, 1924.

Pictures, drawings, and graphs add to the attractiveness of this account of human beginnings.

5. Charles Gide, *First Principles of Political Economy*. Yonkers-on-Hudson, New York: World Book Company, 1922.

A primer in economics presenting in concrete terms such topics as wants and work, exchange and value, money, property and inheritance, wages and profits, competition and co-operation.

6. William M. Jackson, *What Men Do*. New York: Macmillan Company, 1925.

A survey of the basal occupations, each of which is discussed in relation to its social as well as economic importance.

7. Charles H. Judd and Leon C. Marshall, *Lessons in Community and National Life*. Washington, D. C.: Government Printing Office, 1918.

Selections presenting as type studies concrete and detailed descriptions of community activities, economic, social, and political.

8. James H. Tufts, *Real Business of Living*. New York: Henry Holt and Company, 1918.

This volume deals with primitive society, the development of social organizations, the growth of industries, the evolution of social customs and ethical standards, the character of modern business methods, problems of urban and rural communities, and international relations.

9. Leon C. Marshall, *Story of Human Progress*. New York: Macmillan Company, 1925.

The story of man as a harnesser of nature, a communicator, a social organizer, and an idealist and aspirer is told in this book. The volume contains many pictures, drawings, maps, and charts.

10. Rollo L. Lyman and Howard C. Hill, *Literature and Living, Books One, Two, and Three*. New York: Charles Scribner's Sons, 1925.

These volumes contain short stories, essays, poems, one-act dramas, together with readings from histories, biographies, tales of adventure and travel, books on industry and science. The selections are grouped about topics of life interest, such as home, school, protection, immigration, work, play, and citizenship.

School Library.—Four to eight books for extensive reading in connection with the study of each unit in the course should, if possible, be provided in the school library. Books for the purpose are to be selected for their value in illuminating or interpret-

ing the topics in the course, for their intrinsic merit, and for their appeal to boys and girls. Library books like those recommended below are intended primarily for voluntary home reading, but they will also serve to stimulate class discussions, to contribute to special reports and debates, and to promote a liking for good literature. Examples of the type of books suitable for extensive reading in connection with the first units in the course outlined above are as follows:

I. LIVING TOGETHER

Graves G. Clark, *Tiny Toilers and Their Works*. Century.
Alexandre Dumas, *The Three Musketeers*. Methuen.
William H. Hudson, *Far Away and Long Ago*. Dutton.
John Muir, *The Cruise of the Corwin*. Houghton.
Jean Henri Fabre, *Insect Adventures*. Century.
Alpheus H. Verrill, *Marooned in the Forest*. Harper.
Robert Louis Stevenson, *Treasure Island*. Scribner.
Howard Pyle, *Men of Iron*. Harper.

II. THE FAMILY AND THE HOME

Louisa May Alcott, *Little Women*. Little, Brown.
Charles Dickens, *The Christmas Carol*.
Alice Morse Earle, *Home Life in Colonial Days*. Macmillan.
John Habberton, *Helen's Babies*. Stokes.
Kathleen Norris, *Mother*. Macmillan.
Grace L. Richmond, *The Second Violin*. Burt.
Hugh Walpole, *Jeremy*. Doran.
Gulielma Zollinger, *The Widow O'Callaghan's Boys*. McClurg.

III. THE SCHOOL AND EDUCATION

Ralph Connor (Charles W. Gordon), *Glengarry School Days*. Revell.
Edward Eggleston, *The Hoosier School Boy*. Scribner.
Thomas Hughes, *Tom Brown's School Days*. Jacobs.
Owen M. Johnson, *The Varmint*. Little, Brown.
Jean Webster, *Dear Enemy*. Doubleday.
Myra Kelly, *Little Citizens*. McClure.
Booth Tarkington, *Penrod*. Doubleday.
William J. Long, *School of the Woods*. Ginn.

LABORATORY EQUIPMENT

The civics classroom should be primarily a place for work, not merely a place for recitation. It should be equipped therefore with suitable tools and materials—pens, ink, pencil sharpener, bulletin board, wall maps, charts, inexpensive reference works, a small classroom library. It should also contain such equipment as that given below:

1. Magazines and publications (two, if possible):
 - a. *The American City* (monthly), New York. \$4.00.
 - b. *The American Review of Reviews* (monthly), New York. \$4.00.
 - c. *Compton's Pictured Newspaper* (monthly), F. E. Compton and Company, Chicago. \$1.00.
 - d. *Weekly News Review* (weekly), Washington, D. C. \$1.00.
 - e. *The World Review* (weekly), Chicago. \$3.00.
 - f. *The Scholastic* (bi-weekly), Pittsburgh, Pa. \$2.00.
2. Maps:
 - a. Wall maps of the United States, as follows: 1) the states and the territorial expansion of the United States; 2) physiographic features and location of the chief agricultural and mineral regions; 3) the chief railroads, the navigable parts of rivers, and the most important cities. Such maps may be secured from General Land Office, and Geological Survey, Department of the Interior, Washington, D. C.; also from Denoyer-Geppert Co., A. J. Nystrom and Co., and McConnell School Map Co., all in Chicago. Outline maps may be obtained from McKinley Publishing Co., Philadelphia, Pa., or the companies named above.
 - b. Maps of the pupils' state, as follows: 1) the counties, county seats, and important cities; 2) congressional

districts, and state electoral districts. Maps of the kind may be obtained from the Department of State at the State Capital.

- c. Maps of the pupils' county, township, city, town, or borough. The maps should show the main roads and streets, the chief industries, the important institutions—schools, churches, community centers. In some cases maps of the sort may be secured at the county court house, the county board of commissioners, county surveyor, or at the city hall from the department of public works. In other instances they will need to be made by the pupils.

3. Statutes, ordinances, city charters, and state constitutions:

City ordinances and charters may be secured from the city clerk; state statutes, bills, and constitutions from the secretary of state at the capital of the state; federal statutes, bills, and presidential proclamations, from the Department of State, Washington, D. C.

4. Legal papers and forms:

Licenses, permits, contracts, deeds, mortgages, franchises, warrants, writs, jury lists, writs of habeas corpus, tax assessment lists, tax receipts, nomination petitions, sample election ballots, and official notices may be obtained upon request at the various offices in the city hall, or the county buildings. Articles of incorporation may be secured from the department of state at the state capital. Specimen naturalization papers may be obtained from the Department of Labor, passports from the Department of State, certificates of copyright from the Library of Congress, patent papers from the Patent Office.

5. Public reports and official documents:

- a. Local governments. Reports of the activities of the various municipal departments and county officers may be obtained upon request from the departments and officers concerned.

- b. State government:

Reports of state officials, executive departments, and public institutions may be obtained, usually without charge, by addressing the official or agency concerned. Documents of especial interest are the reports of the treasurer, superintendent of public instruction, the department of public works, public health, and public welfare, and such agencies as the school for the blind, the state university, and the state charitable institutions.

- c. National government:

Reports of the federal executive departments, commissions, and bureaus may be obtained by request from the agency in question and from the Government Printing Office, Washington, D. C. Bulletin, 1918, No. 2, "Guide to United States Government Publications," gives in condensed form a concrete description of the publications of the various federal agencies, listing the more important publications and the cost of each in case a charge is made. Among the publications of especial importance in the teaching of civics are the following: Consular reports, year book of the Department of Agriculture, monthly summary of commerce and finance, Official Gazette of the Patent Office, Public Health reports, bulletins issued by the Children's Bureau, Reclamation Service, Bureau of Education, Weather Bureau, National Park Service, Bureau of Immigration, Bureau of the Census, and by such independent federal establishments as the Smithsonian Institution, Interstate Commerce Commission, Civil Service Commission, and the Commission of Fine Arts. Copies of the President's messages to Congress, the *Congressional Record*, reports of Committees of Congress, and specimen cases before the Supreme Court are also useful.

6. Visual aids.

- a. Pictures:

Magazines, the illustrated supplements to the newspapers, and such periodicals as *Mid-week Pictorial*

(New York Times Company, New York) are rich sources for pictorial material illustrating various civic activities and problems. The Educational Panels published by the National Child Welfare Association, Inc., New York, are valuable for class-room use.

- b. Lantern slides:

Slides for use in the teaching of civics may be obtained at a small cost from the American Civic Association, Union Trust Building, Washington, D. C.; Keystone View Company, Meadville, Pa.; Earl Thompson Company, Syracuse, New York.

- c. Films:

Films for school use have been prepared by the American Motion Picture Corporation, New York; Cosmopolitan Film Exchange, Seattle, Washington, and Society for Visual Education, De Vry Circulations and World Educational Film Company, all in Chicago. Helpful discussions of the value and limitations of motion pictures for educational purposes are Frank N. Freeman et al, *Visual Education: a Comparative Study of Motion Pictures and Other Methods of Instruction* (Chicago: University of Chicago Press, 1924) and Don C. Ellis and Laura Thornborough, *Motion Pictures in Education: a practical Handbook for Users of Visual Aids* (New York: Thomas Y. Crowell Company, 1923)

- d. Charts, graphs and posters:

Teachers will find the Instant Graph Chart (Plymouth Press, Chicago) a useful device for presenting statistics quickly and effectively. The *Oregon Course of Study in Safety Education* (State Printing Department, Salem, Oregon) contains valuable illustrations for posters. D. C. Knowlton's *Making History Graphic* (Charles Scribner's Sons, New York, 1925) is also a suggestive aid. Valuable tables for making graphs are found in Guetter's *Statistical Tables* (McKinley Publishing Co.).

Efficiency in civics instruction requires, in the first place, teachers who are adequately equipped in personality, academic training, and experience to guide the work. It involves, in addition, the following items: First, a proper organization of subject-matter; second, systematic and economic planning of the work; third, a suitable text; fourth, a sufficient supply of proper supplementary reading material; fifth, adequate laboratory equipment; sixth, suitable field trips and pupil conferences; seventh, pupil contributions to community betterment; eighth, pupil participation in school activities; ninth, educative classroom procedure; and, tenth, methods for determining the results of civic instruction.

The first five items have already been discussed. The sixth is treated later by Mr. W. H. Shephard under the title, "A Program of Group Activities and Community Contacts for the Ninth Grade" (page 14); the seventh, by Mr. Frank B. Peers under the title, "Laboratory Work in the Community" (page 16); the tenth, in Mr. Robert Ringdahl's "Community Life Problems—Some Student Reactions" (page 23), and in Professor A. S. Barr's "Measurements in Civics" (page 24). Phases of classroom procedure are discussed in Miss Ethel G. Birdno's "Creating Pupil Interest in a Reading Program for Civics" and in Mr. W. G. Kimmel's "The Use of Graphs in the Teaching of Civics" (page 20). There remains for consideration certain other aspects of classroom technique.

ELEMENTS IN EFFECTIVE TEACHING

Limitations of space prevent a thorough examination of the various modes of instruction that have been recommended for use in the classroom. Marked differences of opinion obtain among educators as to the relative merits of the project, the problem, the project-problem, the unitary, the individualized, and the socialized types of recitation, to mention only a few of the various forms of procedure that are advocated. Without entering into a discussion of the differences between such modes of instruction and the respective advantages or disadvantages that mark them, the present purpose will be served by directing attention to certain elements rather generally accepted as characteristic of effective teaching, regardless of the form of procedure that may be followed.

The first element in successful teaching is the establishment or creation of purpose or motive on the part of the pupils. Boys and girls who do their work because of an inner compulsion, an eager desire to learn, a genuine intellectual interest, make rapid progress in whatever they undertake. Pupils lacking such an incentive progress slowly, if at all. Hence, the first essential in teaching efficiency is to arouse the interest and stimulate the purpose of the pupils.

The second element is pupil activity. Unfortunately, pupil activity is too often interpreted as synonymous with noise and motor response—with the waving of hands, the making of guesses, the expression of snap judgments, the doing of that which can be discerned by the eye or the ear. As used here, pupil activity means that which brings about inner change; in short, that which educates. Hence, the classroom is looked upon as a place for mental activity, for study, for work. When such a situation obtains, the room will usually present a scene of orderly disorder. It will be a place in which pupils are busily employed at various enterprises, some in the study of the text, some in the perusal of reference material, some in the making of outlines and digests, some in the drawing of charts, maps, and graphs.

In the midst of the activity the teacher will be engaged in guiding the work of the class: in directing one pupil to needed material, in inspiring a second to renewed effort, in clarifying the misunderstandings of a third, in assisting a fourth in the mastery of an obscure point, or in criticizing the notes or charts of a fifth. Occasionally the teacher will be engaged in explaining difficult phases of the subject, or in conducting a class discussion. But, whatever may be in process, the classroom will be functioning as a laboratory or workshop.

The third element characteristic of effective civic instruction is the spirit of co-operation that marks the relationship between the teacher and his pupils. The atmosphere of the room will be one of friendliness. In the ideal situation the teacher will be definite in assignments, reasonable in requirements, fair in judgment, tolerant and systematic in attitude; the pupils, in turn, will be eager to learn, willing to work, courteous and considerate in manner

and deportment. On the one side, there will be faith in the pupils; on the other, confidence in the teacher. Thus, in mutual respect, pupils and teacher will work together in a common undertaking. A high ideal, to be sure, but one that is not unattainable with teaching at its best.

¹ World survey may be substituted for the last half year of the ninth grade civics. See J. Lynn Barnard, "Pennsylvania Program of the Social Studies," *THE HISTORICAL OUTLOOK* (December, 1922), 13:337-339.

² For variations in the work of the eighth grade see B. L. Pierce, "Social Studies in the Eighth Grade," *THE HISTORICAL OUTLOOK* (November, 1925), 16:315f, 323-325.

³ Alice A. Doner, *History and Other Social Studies in Junior High Schools* (master's dissertation, School of Education, University of Chicago, 1925), 8.

⁴ The principles given above are the joint product of Professor R. M. Tryon and the writer.

⁵ See J. Lynn Barnard et al., *The Teaching of Community Civics*, pp. 14-18. United States Bureau of Education Bulletin No. 23, 1915. Washington, D. C.: Government Printing Office.

⁶ *The Social Studies in Secondary Education*, p. 27. United States Bureau of Education Bulletin No. 28, 1916. Washington, D. C.: Government Printing Office.

A Program of Group Activities and Community Contacts for the Ninth Grade

BY W. H. SHEPHARD, NORTH HIGH SCHOOL,
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In his comprehensive survey entitled *Experimental Curriculum-Making in the Social Studies*, published in 1924, Professor J. M. Gambrell, of Columbia University, briefly described what he was pleased to call the "Minneapolis Plan" of pupil activities and community contacts. The methods and procedure then utilized in the ninth grade have been steadily carried on during the past three years, with such modifications in detail and emphasis as experience has proved desirable.

The "actual observation and first-hand study of governmental agencies and other community activities" were approached from the standpoint of the greatest good to the largest number in the attempt to provide for representative or composite group conferences and field trips. The objectives were outlined as follows:

1. To furnish intimate contacts involving important phases and departments of government, community enterprises and institutions, industrial conditions and occupational opportunities.
2. To give training in habits of acquiring accurate and socially useful information.
3. To secure and transmit information to the group represented.
4. To stimulate interest in actual community service.

The plan as developed at the present time embodies these points:

1. One or two delegates or representatives are elected or appointed in each class to attend group meetings and to take part in field trips, and report back to their respective classes, subject to question and criticism as to the material presented.
2. Committees of three or five may be employed to advantage for special investigations; in some cases a class group acts effectively as a unit under the guidance of the teacher on field trips.

3. Delegates and committees are given instructions as to the methods of observation and report. A form of report to be used on trips to industries is supplied.
4. The personnel of delegations is changed so that eventually all members of a class may have experience in group meeting and excursions.
5. A list of typical local industries is supplied.

Relative to excursions to industries these suggestions to teachers have been offered:

1. Talk over with pupils in advance the method of observation.
2. Outstanding aspects of operation are to be observed, not merely technical details.
3. Try to secure information as to the raw material used, observe the evidence of labor-saving devices and division of labor, the articulation of processes or jobs, the physical conditions—buildings, general equipment—where the work is conducted.
4. How does the industry fit into the economic life of the community, in what way does it contribute to the welfare of this and other communities? Where is the market for the finished product?
5. Emphasize primarily the human side of the industry, the conditions—physical, mental, social—under which employees work. Note provisions made for their comfort, safety, and general well-being.
6. Whenever possible, direct attention to vocational opportunities, outstanding attractions and drawbacks in the work observed; also, to the education or training required for entrance into and promotion in the industry.

The use of small notebooks is advised, suggestions as to effective notetaking are made, and pupils are instructed as to the organization and review of their notes before attempting to report to class following both group conferences and field trips.

This plan is part and parcel of the Course in Community Life Problems required of all ninth grade pupils. It is designed to give every boy and girl of the 4800 enrolled opportunity during the year to meet with fellow students from other high schools for the systematic and thoughtful consideration of community affairs, institutions, and problems. Attendance in the meetings is considered both a privilege and a duty. Thus pupils learn from those "who speak with authority," their civic consciousness is awakened, and the stimulus functions immediately and is carried over into later experiences. The art of living together in communities involves a great deal of the preliminary tryouts which this practice affords.

The correlation and synchronizing of group meetings with the topic under discussion in the classroom is a constant aim; for the reports are intended to enliven and enrich the subject-matter content presented. The two general phases of community life covered in the course are the Social-Civic in the first semester; the Economic-Vocational in the second semester. In the first phase comes the treatment of the fundamental institutions of society, the functions of government, and those social agencies, both public and quasi-public, devoted to welfare, remedial, and correctional work. The second phase involves the study of industrial relations, and such topics as transportation and communication, conservation of resources, and occupational opportunities.

Group meetings are limited in attendance so that on the basis of one or two delegates from each class of either the 9B or 9A grade the number present will usually range from 75 to 125. The fourteen secondary schools classified as Senior, Junior-Senior, and Junior High School, are as a rule represented at each meeting. Delegates are elected by the class, selected from the ever-ready volunteers, or are appointed by the teacher; all three practices are in use. The one in charge must arrange an extensive program of activities, develop new opportunities, and make occasional shifts in speakers to improve the presentation of subject-matter both in civic and industrial lines. The work involves, moreover, the investigation of industries to ascertain in which the management is willing to co-operate in the scheme of inspection.

In the selection of speakers care is taken to secure only those who are well and favorably known in their respective fields, public officials, successful business and professional men, social workers, and influential clubwomen active in community betterment. Sometimes it is necessary to meet two or three persons before securing one who is willing to meet the group, but the idea is generally "sold" without much difficulty and a cordial response is given to the call for service.

The precaution is always taken to interview the speaker in advance with reference to the topic to be discussed, so that the particular needs and capacities of the pupil group shall be kept in mind. A half hour for the talk and fifteen minutes for questions from the floor is the usual disposition of time. Frequently the questions raised bring out the necessary amplification or clearing up of points not adequately covered. Whenever possible bulletins or mimeographed material that may prove useful in the classroom are distributed at the time of the conference. Lantern slides and films are also used effectively.

One week the speaker is the president of one of the largest department stores; again, the chief of police; later, the engineer of the City Planning Commission; occasionally the state forester, the highway commissioner, and representatives of the industrial commission come from St. Paul to assist.

In the Small Debtors or Conciliation Courtroom the judge, with the aid of his clerks, reproduces a typical controversy and gives objectivity to his talk on the court. If community health is under consideration in the classroom, the Commissioner of Health surveys the problem from the vantage ground of his experience. The postmaster meets a large group in the general postoffice building to learn about the postal service and system; a tour of the departments at work completes the story. The interests of the family and the home are inspiring presented by one whose reputation as a writer and organizer is nation-wide. The Secretary of the Council of Americanization covers the story of local racial groups and the efforts that are made to promote their entrance into citizenship. The governor of the state meets a party of three hundred in the

Assembly Chamber of the State House and gives a clear presentation of his own duties and the work of the state legislature.

The meeting place is centrally located in some building of considerable interest to the pupil visitor. Through the courtesy of officials two large rooms in the City Hall and Court House—one the Mayor's Reception Hall, with a seating capacity of 150; the other, the County Commissioner's Room—have been made available. These are so used on alternate weeks as to give a regular meeting place in this location every week during the school year. The arrangement, moreover, conserves the time and energy of busy people who cannot leave their offices for an extended trip to distant school buildings. And, it is obvious, local governmental activities and interesting public rooms may be visited in connection with the conferences which are generally held on or before four o'clock in the afternoon.

This method does not preclude occasional sessions with desirable speakers in the school. This is left to the discretion of the teacher. During 1925, for example, officers of the local society of the American Institute of Banking provided representatives from the leading banks to give talks on the practices and services of banks to all classes assembled by class periods in each building. But the plan as outlined insures systematic progress, with a given program covering a wide range of interests throughout the year.

For the accommodation of any who cannot attend during school days or who wish to take advantage of special activities, which can be more fully observed in the morning hours, Saturday trips are held at regular intervals. Such industries as the packing plants and the Ford Motor Company, the state inspection of grain, trading in the Chamber of Commerce, and the preparation of dairy products can be visited to advantage at that time. Groups numbering from 50 to 100 pupils are handled successfully on these trips.

During the spring of 1925 an experiment started early in the school year was expanded so as to make provision for fifteen vocational information meetings, which reached directly nearly one thousand students. Some of the conferences served the special needs of groups of 25 to 50 pupils. Acting on the principle that the "Key to vocational self-guidance is information," such fields of activity as the building trades, clerical and secretarial work, social service, commercial art, music and dramatic art, medicine and dentistry, accounting, engineering, and teaching were covered. The meetings were held in stores, offices, schools, university buildings, and the City Hall.

The sessions were correlated with the classroom study of occupations running through a period of eight or ten weeks. Men and women fully qualified by experience met these groups and presented their vocations primarily along the line of information, the training and education necessary, the attractions and disadvantages, and the opportunities in the field for securing a livelihood. The venture was experimental, but it justified further effort to improve the

method of helping young people discover their life work.

One of the most favorable reactions to the plans described above is the interpretation of the schools to the public by the extension of the laboratory method into the community. An impact is made upon the speaker, and the observer who frequently steps in to watch proceedings is impressed by the interest and the business-like air of the group intent on the discussion of every day civic problems. Again, as the activities are conducted in public places rather than in the school, a setting and an atmosphere are secured that are not merely academic. The description and demonstration of court procedure by the judge in a courtroom, the discussion of civil service in the examination room of the commission, a talk on department store organization in the director's room of one of the largest stores, the work of the city clerk and the council in the council chamber, the rehearsal of the mayor's duties in his reception room, are all more concrete and impressive than any attempt to visualize such matters in the classroom.

One of the most encouraging indications of the helpfulness of the conferences is the clear and comprehensive reports given by the pupil delegates in their classes following a meeting. This affords a practical motivation of their studies in the field. An interesting by-product of the scheme is the close association of pupils in the composite groups drawn from all parts of the city, varying widely in cultural and economic background. The enterprise is co-operative in character, flung across ward lines and educational districts; it creates a friendly awareness of the existence, the common interests, and the activities of other schools and localities in the city. The evidence of attention, the spirit of work, and the respect for public property that characterize the conferences have attracted favorable comment from all quarters.

Laboratory Work in the Community

BY FRANK B. PEERS, DEERFIELD-SHIELDS TOWNSHIP HIGH SCHOOL, HIGHLAND PARK, ILL.

Many schools encourage extra-curricular activities in the form of clubs, student government, and publications for experience in group organization and exchange of thought. Little has been done, however, toward the reorganization of classes to fit students for participation in the work of government by letting them take part in its activities over the years of their preparation. With the great number of informational textbooks at hand, in which writers have compactly presented much information about our social, economic, and political life, courses in civics at present are primarily reading courses.

Here and there teachers, taking steps to make the community their laboratory, have supplemented the textbook with governmental bulletins, personal inter-

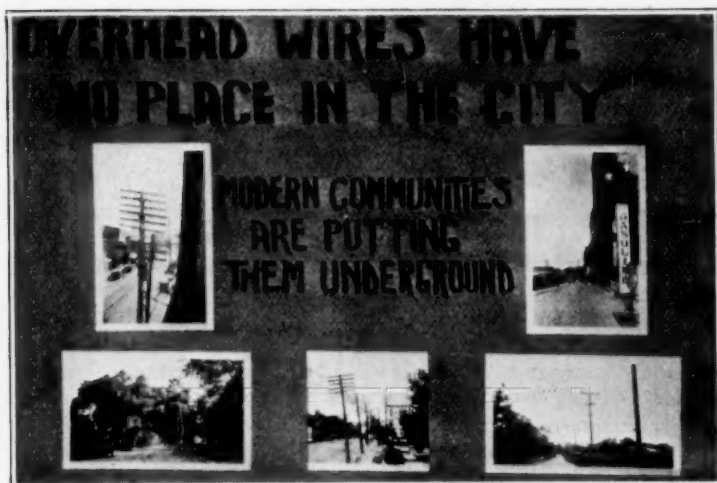


Exhibit poster for bringing local conditions before the public.

the community is small, seven thousand in population, with very few local governmental bureaus with which to work, the activities which have proved practical will be of interest to the teacher thinking in terms of a laboratory course. The work at the present time consists of gathering pamphlets, reports, and photographs from other cities for study and group discussion; a local paper or report, profusely illustrated, based upon a survey of the community; a discussion of the reports through the press; and poster exhibits for the development of the feeling that what is being studied is a matter of general public concern.

Most of the laboratory material is

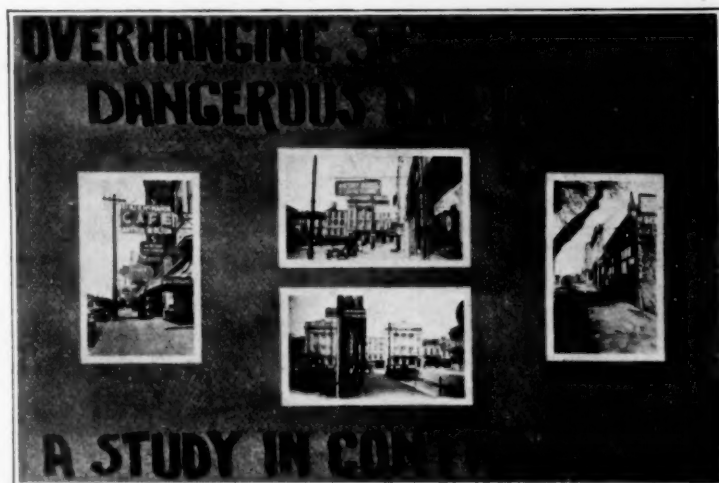


Exhibit poster prepared by students to bring local conditions before the public.

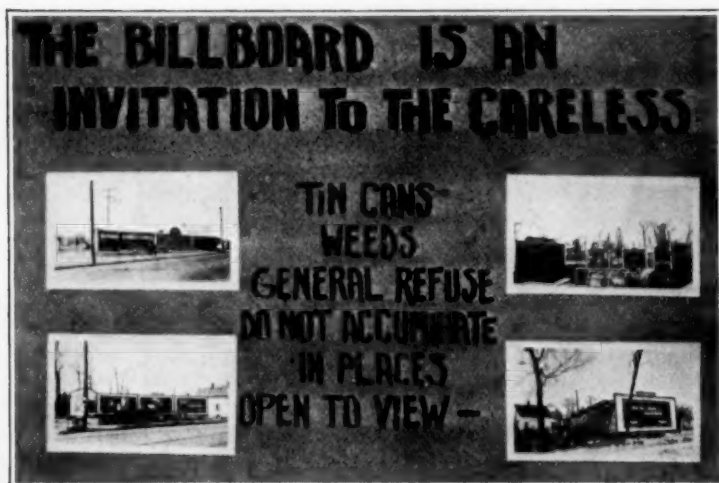


Exhibit poster for bringing local conditions before the public.

views, surveys, current publications, and libraries. Activities involving the use of these sources for the development of individual responsibility, co-operation, and participation in government, vary according to the originality and initiative of the teacher and the nature of the community. Wherever such material is used there is a realization among the students that they are studying the community for its own improvement and not for the sake of a subject.

A number of such activities, reported as being successful in permitting a student to "live" his civics, are being tried out in the Deerfield-Shields High School at Highland Park, Illinois. As

gathered after school hours at the beginning of the year, while the regular class period is devoted to developing in the students the concept that the community is what its citizens make it. Students, chosen for their ability and interest in some problem to be studied during the year, write letters to civic agencies, governmental and private, whose addresses are secured from the *American City Magazine* and the *American Red Cross Hand Book of the Social Resources of the United States*, for what material they have that may be of assistance in analyzing local conditions and comparing the progress of Highland Park with that of other cities. Replies in the form of pamphlets,

letters, reports, and photographs, relating to every phase of community activity, are filed by the class librarian in box-like compartments in a case at the side of the room, under such general headings as city planning, recreation, crime and correction, health and sanitation. Typical of the pamphlets received are "What Bad Housing Means to the Community," published by the National Housing Association; "Junk Dealing and Juvenile Delinquency," by the Chicago Juvenile Association; "Rational Crime Treatment," by the National Probation Association; "The Decatur Plan," published by the Decatur City Planning Commission of Decatur, Illinois.

While these students are gathering information from other cities, another group, appointed by the teacher, interviews local officials and citizens actively engaged in civic work on the first subject to be taken up in class in the laboratory manner, namely, city planning. The printed reports and maps which they acquire are turned over to the class librarian; while the information secured in interviews is first typed by students from the typing department.

Mechanically-inclined students make small outline maps of the community from the large originals in the city engineer's office by the use of a pantograph or a small camera. If a camera is used, the negative is enlarged to the proper size so that the essential lines may be copied on a mimeograph stencil. Hundreds of the maps are run off for use in different projects, calling for street-development schemes, zoning, park-development plans, population-density studies, and the like.

Representatives from each class organize a morgue of newspaper and magazine clippings of current civic progress. They call for material every day, mounting especially valuable items on the bulletin board and filing the remainder for use later in the course.

Several students catalog the school and public libraries for books on the different subjects to be studied, so that the volumes may easily be moved to the classroom when needed. Here they are placed on open shelves for reference and reading when the regular work is finished.

While the materials are being gathered and filed after school hours, the teacher, in order that the students may fully visualize the community, spends his week-ends in company with two or three members of his classes, securing photographs of good and bad examples of all subjects to be taken up in the course. Several hundred views are secured of city planning alone—street planning, overhead signs and wires, billboards, civic centers, parks and playgrounds, business and public building architecture, real estate subdivision, zoning. One set of prints from the negatives is numbered and mounted on panels for class examination, while similarly numbered duplicates for illustrating papers of local conditions are kept by the class librarian.

Four weeks are taken to give the students the necessary background to go ahead with the study of the materials which they have been gathering. The subject of city planning, the first of a number of subjects such as recreation, crime and correction,

taxation, and government, is introduced, and the pamphlets, reports, typed interviews, clippings, books, and photographs gathered over the previous four weeks are placed on the tables for examination and reading in preparation for a paper or oral talk on what different American cities are doing. Titles frequently chosen on this particular subject are: "The Chicago City Plan," "The American City Is Planning for the Future," and "The American Planned City."

Having in mind some of the essential characteristics of a city plan, the students now take survey sheets, worked out by special groups after school, to fill out on the basis of personal observations, questions at home, and interviews. In the case of city planning, examples of diagonal street planning, boulevards, gridiron street planning, observance and non-observance of property lines, streets marred by overhanging signs, and evidences of zoning are noted. The sheets are discussed in class for completeness and are taken with the notes on what other cities are doing for the making of an outline of a paper, similar to a city planner's report, on local conditions and their possible treatment in terms of the prospective growth of the city. Local maps, worked out to illustrate different points, statistics, and quoted statements from typed interviews with local people are included. Important points are illustrated by calling upon the class librarian for photographs selected from the numbered duplicates displayed on the wall panels.

The best of the finished papers are published as local-color feature articles with accompanying illustrations in the school magazine, which is published monthly as a supplement to the school newspaper.

Aggressive students work out miniature posters to get local conditions and suggestions graphically before the public. The better examples are enlarged on 26x36 placards and arranged as a part of a general theme for exhibition before local civic organizations as a part of illustrated slide lectures. Large lettering pens and an enlarging machine for bringing the prints up to an 8x10 size enable classes to prepare an exhibit of from thirty to forty posters in three or four afternoons.

Students soon acquire the point of view that the community is an unfinished experiment, and that they, as students of government, have a hand in its development. The soundness of many of their suggestions may be questioned, of course, but the fact that they are thinking and feeling that they are actually helping is in itself a realization of the end sought.

Creating Pupil Interest in a Reading Program for Civics

BY ETHEL GRACE BIRDNO, PUBLIC SCHOOLS, RACINE, WISCONSIN

In present-day education there is a tendency to correlate literature with other school subjects rather than to isolate it as a separate and distinct unit in the school curriculum. This is especially true of the social studies, where a wealth of illustrative materials, study references, and outside readings are

included to aid in enriching and vitalizing the course.

The readings used should be related to the topic under discussion. The teacher must find ways of arousing the interest of pupils and of developing in them a real love for that reading which will provide the necessary background for understanding and interpreting community life. The devices discussed in this article have been used effectively in a reading program for the civics course.

The teacher first made a survey of the literature that related to civics, and developed a list of books that provided the necessary background for the interpretation of each topic, that made the topics interesting, and that developed ideals of community life. For example, the following books were listed for the topic "Immigration": Antin, *The Promised Land*; Steiner, *On the Trail of the Immigrant*; Kelley, *Little Citizens*; Zangwill, *The Children of the Ghetto*.

Mimeographed lists of books for each topic were then given to the pupils as a guide for their reading activities. Later the suggestion was made that each pupil make a poster to advertise some book in which he was particularly interested. The pupils received the idea with enthusiasm, and, although the work was not required, every pupil made at least one poster. A class of thirty pupils made forty-four posters, representing as many different books.

Three kinds of posters were made, the more numerous being those with pictures obtained from magazine covers and from colored advertisements in magazines. The pupils looked through periodicals at home, and cut out any colored pictures that suggested a scene or a character from some book. One girl cut out the white boy and the colored boy on the cover of the *Saturday Evening Post* for March 28, 1925, mounted them on a sheet of colored paper, and printed below:

PENROD AND SAM
TARKINGTON

Another student cut from one of the recent popular magazines the old-fashioned girls used in the Heinz pickle advertisement, adapting it to *Little Women*.

The second type of poster was made with paper cuttings. One boy cut from colored paper a ship, sky, and water, mounting the cuttings on ordinary tag board, thus representing *Two Years Before the Mast*. A girl used a picture of a Puritan and his wife before the fireplace as illustrative of Earle's *Home Life in Colonial Days*.

The third type of poster was original work done by pupils who were especially interested in art. In connection with the topic, "Myself and Others," one boy made an elaborate painting of an Indian to represent *Sinopah, the Indian Boy*. Another pupil illustrated *Treasure Island* by a drawing of two fierce pirates with a treasure chest. A girl portrayed *Robinson Crusoe* by showing the hero looking out to sea, dressed in furs and carrying his umbrella.

As topics were taken up in class the posters relating to the readings were displayed in the classroom. The pupils showed great interest in the display, collecting in groups around the posters, dis-

cussing them, and asking questions about the scenes that had been used as illustrative of the books. A boy read *Treasure Island* because he wanted to know what the pirates were doing with the chest they had dug up. The number of books read by the class after the posters had been put up practically doubled. A girl who previously had thought she could not find any interesting books now had her interest stirred by the pictures on the posters and became an enthusiastic reader. In one semester she reported reading ten books, representing a total of 2041 pages.

A second device was used in connection with the posters. Occasionally pupils were allowed to make two minute oral reports on books they had illustrated, or to tell some part of the story relating to the unit of work under consideration. An eighth grade girl told of the death of Jim and the help given to Mrs. Wiggs, and compared this with methods of giving poor relief in her community. Often six or seven pupils were on the waiting list for a book that had been discussed in class.

A third device was used with another class. The pupils decided to make a character book. They purchased a loose-leaf scrapbook, eighteen inches wide and twenty-four inches long, containing seventy-five pages. They collected pictures from magazines or brought original drawings representative of characters in the volumes on the book list. One hundred forty-seven personages were represented in the character book.

All pictures were cut and mounted after the class period, and the entire class was much interested in the progress of the work. Every pupil made some contribution. Beneath each picture was a short paragraph, describing the character in an interesting manner and relating him to some topic in community life. For example, beneath a picture of Robinson Crusoe, one eighth grade boy wrote:

"Although Robinson Crusoe was shipwrecked and forced to live on a desert island, he was dependent on others, for he had at his command those resources he saved from the wreck that linked him to the outside world."

One boy took exception to this statement and read *Robinson Crusoe* in an attempt to get evidence to show that Crusoe was an independent individual.

The character book was always in demand. Pupils enjoyed looking through it and used it as a guide in choosing books. When asked why she chose *Little Citizens*, a girl said that the pictures in the character book had interested her.

A fourth device, perhaps the most effective, was the dramatization of scenes from readings taken from the volumes on the book list. The class was divided into groups of three or four, each group presenting one dramatization during the semester.

One of the most interesting dramatizations was "The Cratchits' Christmas Dinner." In the month following its presentation, Dickens' *Christmas Carol* was read by half the class. Another interesting program was put on by a group who gave *Rip Van Winkle* in pantomime. A third group wrote a dia-

logue between two boys—Harry, who enjoyed reading, and Jim, who did not. Characters from ten books were introduced to Jim, who became an enthusiastic reader. After seeing this play, a girl read *Tom Sawyer* to find out why Tom had said he was going to his own funeral. During the week following the dramatization the books most often reported were those Harry had discussed with Jim.

Pupils enjoy mounting pictures, making posters and sketches at home, and dramatizing scenes from their favorite books. In the classes in which the foregoing devices were used, the average amount of reading per pupil for the semester was twice the average for any previous semester.

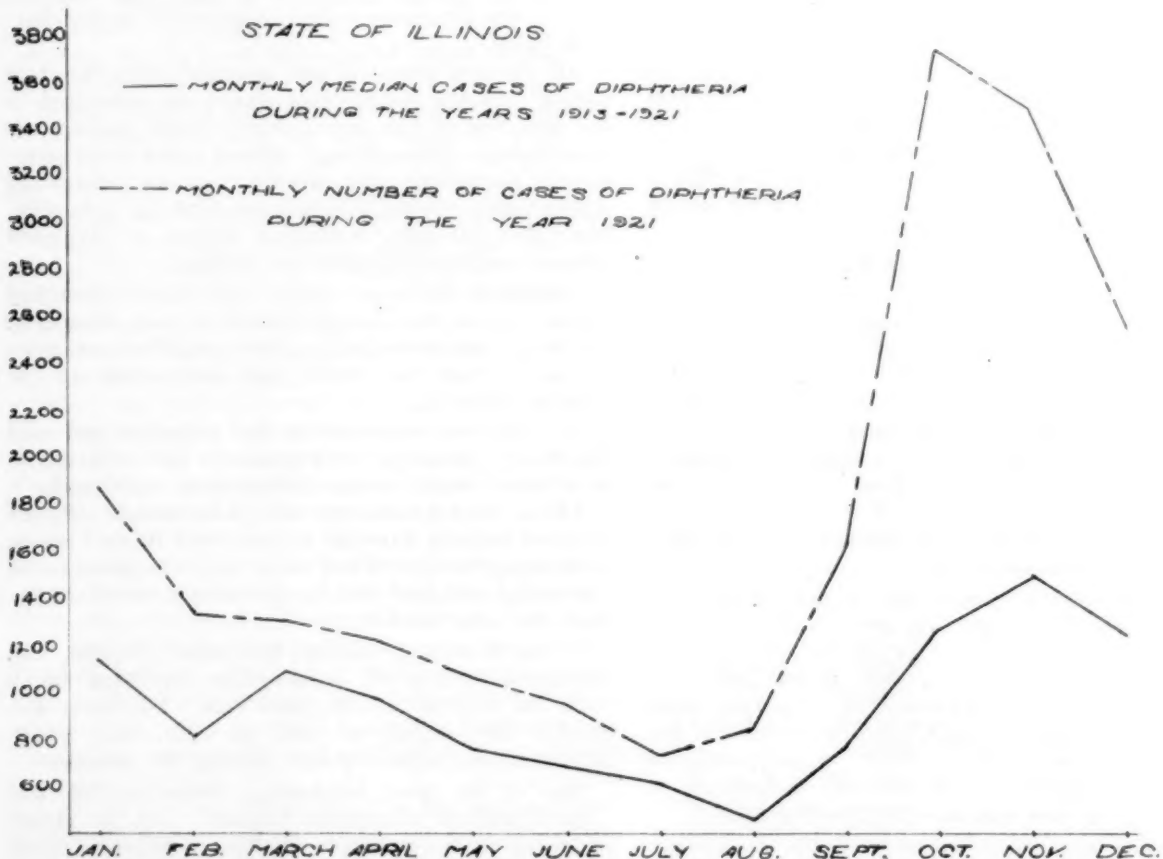
Judging from the experiences related above, interest in a reading program for civics may be stimulated in the following ways:

1) By using posters as advertising media to bring books before pupils in attractive ways; 2) by centering oral reports and class discussions upon the posters, and in this manner fix the interest and attention of the pupils on the reading list; 3) by employing character books as stimuli and guides for the choice of books by pupils; and 4) by encouraging dramatizations that are not only entertaining, but that create a desire among pupils to know "the rest of the story."

The Use of Graphs in the Teaching of Civics BY W. G. KIMMEL, UNIVERSITY OF CHICAGO HIGH SCHOOL

All experienced teachers recognize the value of concrete illustrative materials in the teaching of civics, but many are surprised to find that pupils, although apparently interested and attentive during an explanation involving the use of illustrative materials, do not really make use of such graphic presentation in their study of civic problems. In most instances, pupils do not comprehend the significance of the data presented, nor do they understand the relationship of such data to their daily lessons. The problem, in short, includes not merely the use of concrete materials, but also the stimulating of a desire on the part of pupils to make graphs in order to illustrate the content of the course. Pupils really begin to grasp the importance of graphs when they learn to make them.

Graphs can be used by the instructor to illustrate a presentation of difficult passages of subject-matter to aid in the explanation of civic problems of broad scope, to center the thought of pupils on, as well as to suggest new ways of attacking, the solution of such problems. Graphs, as concrete aids, enable the instructor to present abstruse materials in a simplified form through a concrete portrayal of the prin-



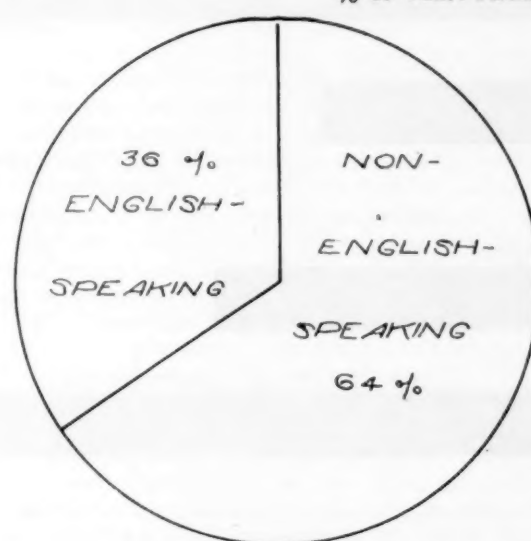
U.S. PUBLIC HEALTH REPORTS
XXXVIII (NOV. 2, 1923) 2534-37

STUDY OF "ACCIDENTS OF NATIONALITY" IN COAL MINES OF PENNSYLVANIA AND WEST VIRGINIA

% OF MEN WORKING



% OF MEN KILLED



U. S. BUREAU OF MINES PAMPHLET
METAL MINE ACCIDENTS A 195

cial features of the data. A graph intelligently interpreted is often more effective than a detailed explanation based on abstract ideas.

The purpose of this paper is to present, in brief form, a plan for the preparation and use of graphs developed in the civics classes in the University of Chicago High School. All pupils in the eighth and ninth grades are enrolled in these courses. In addition to a large number of reference books and books for supplementary reading, the laboratory equipment includes a generous supply of bulletins, pamphlets, and reports. Many of the publications contain numerical facts portrayed in the form of graphs. A collection of graphs made by pupils formerly enrolled in the courses is also available for the use of the members of each new class.

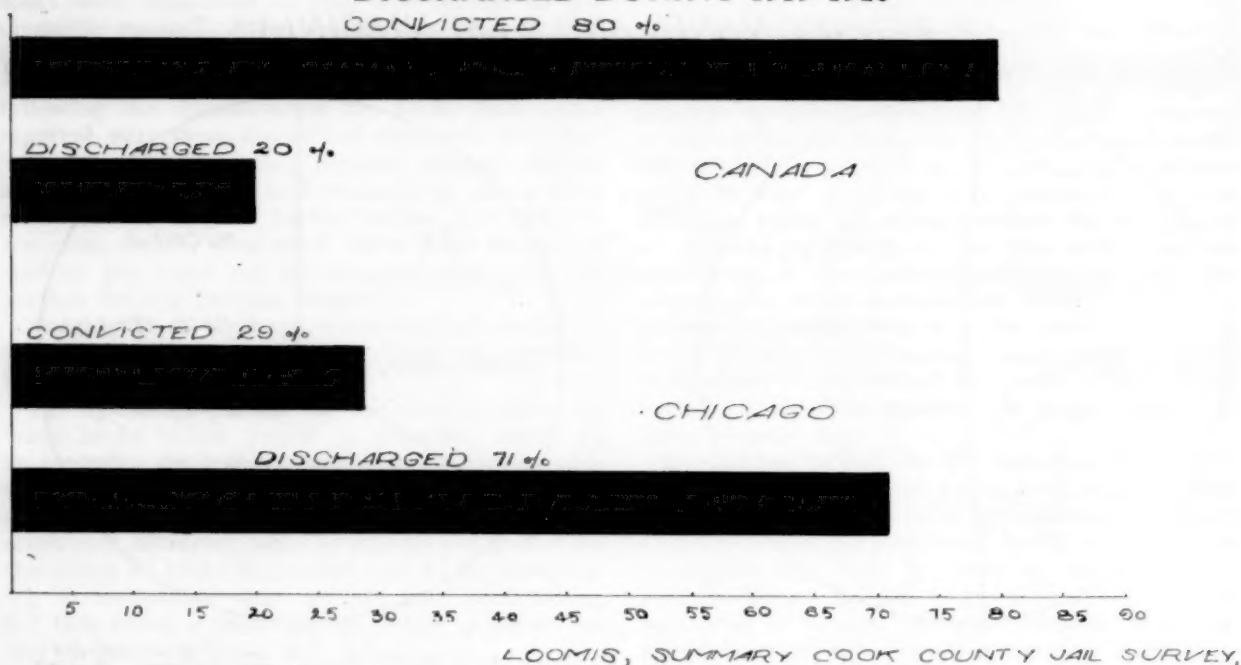
The first step in the making of graphs is a review of the rules for doing this type of work. Most of the pupils have learned how to make graphs in the courses in mathematics, and they readily learn to apply such training to social-science materials. In order to avoid waste of time and effort, the members of all classes are supplied with mimeographed copies of the more elementary rules formulated by Brinton.¹ The instructor explains the rules, and uses different kinds of graphs to illustrate the application of the rules. The pupils soon learn that the kinds of graphs vary with the numerical facts available, and that the type used is determined by the most effective method of presentation. In general, three types of graphs prove valuable: (a) the line graph (Figure 1); (b) the bar graph (Figure 2); and (c) the circle graph (Figure 3).

The second step is the collection of numerical facts from periodicals, bulletins, and reports. This phase of the task is a co-operative enterprise. When a pupil finds new data, he copies the information obtained on 3x5 cards, with an exact notation of the publication, the author's name, the title of the article, and the page from which the facts are taken. The card is then filed for further use. Pupils have access to the file, and are free to use all information found there, regardless of whether they care to make graphs.

The third step is the actual work of construction. As soon as pupils become familiar with the applications of the rules involved in the making of graphs, they are encouraged to select cards containing numerical facts on some phase of their study. They next determine the types of graphs which will afford the most effective presentation and then lay out the jobs. Pupils are permitted, but not required, to do the work during the supervised-study period. In any event they are encouraged to begin the exercise during the period, when the instructor is present to offer suggestions, and to finish the work during their free periods. When graphs are completed they are checked by the instructor to insure accuracy of presentation and are then placed on a large bulletin board. All graphs are the result of voluntary work by members of the classes.

The use of graphs for the purpose of instruction in civics should be determined by the aims of the course, the types and amount of content material available, the technique of instruction, and the previous training of the pupils. Every civic problem of

PERCENTAGE OF PRISONERS CONVICTED OR DISCHARGED DURING 1919-1920



sufficient importance to justify inclusion in the course of study affords ample opportunities for concrete graphic presentation.

Graphs showing the numbers of each racial group that have come to this country from decade to decade are used to advantage in the study of immigration. Outline maps of the United States are utilized to show the distribution of each racial group. The facilities provided for all kinds of recreation in the larger cities, the numbers of handicapped people in our population, the frequency of different causes of industrial accidents, the cost of providing for those who are unable to support themselves all afford worth-while data for presentation in graphic form. The examples mentioned are merely indicative of the wide use made of graphs in portraying numerical facts in concrete and compact form.

Graphs also furnish invaluable aids as incentives for study. In making an assignment, a graph presented in a way that challenges the attention of pupils supplies real and tangible motives for the mastery of the subject-matter. Pupils put forth earnest intellectual efforts when real purposes are provided, and they are rewarded, when graphs are used, through clearer insight into the relationships of essential ideas, as well as in an appreciation of the importance of such relationships for the solution of problems set in assignments.

The pupils in the civics classes in the University High School voluntarily use graphs to illustrate facts in the presentation of floor talks and oral reports. Some members of classes also include graphs in their written reports in order to present ideas concretely, to illustrate general principles developed, and to clarify the exposition. Pupils who complete the re-

quired work in a shorter period of time than others make detailed studies of special problems. One study entitled, "The Conservation of Our Supply of Wood Pulp," contained graphs showing the increased use of paper, the decreasing supply of paper, and the increased circulation of newspapers and magazines.

In making and using graphs in connection with other activities in the civics classes, pupils learn to think of their study in terms of definite and concrete content materials. They are trained to think in an unbiased and objective manner through the use of numerical facts in arriving at generalizations; they tend to develop a more tolerant point of view in their study and observation of the problems and issues of civic life. They acquire real and purposeful motives for study, and gain insights into the complicated and abstruse data that are necessary in order to understand civic problems.

The making of graphs, however, should always be subordinated to the major purpose of instruction, a thorough understanding of civic problems combined with an intelligent appreciation of civic ideals and institutions. The use of graphs is justifiable in teaching only to the extent to which it contributes to the assimilation of subject-matter, and to the development in pupils of critical attitudes and sound habits of thought. Any instructor of civics who introduces the making of graphs in accordance with a definite plan can secure excellent results in greater interest on the part of pupils and in increased economy in instruction.

¹Willard C. Brinton, *Graphic Methods for Presenting Facts*, 361-363. (New York: The Engineering News Co., 1917.)

Some Student Reactions

BY N. ROBERT RINGDAHL, ROOSEVELT HIGH SCHOOL, MINNEAPOLIS, MINN.

We are told by modern critics and students of education that what goes on in the student's mind is of more importance than what goes on in the teacher's mind; that there can be no accurate or complete evaluation of classwork without knowing the pupil's reaction to what is submitted in class; that activity which is pupil originated is of greater significance than is that which is teacher originated; that original and observed facts are more dependable than are preconceived, *a priori* personal opinions.

Having the foregoing observations in mind, I decided to make an effort to discover the reactions of my pupils to Community Life Problems I, 9 B, a relatively new course in Minneapolis schools.

The method pursued cannot be called strictly scientific, inasmuch as conditions were not as fully controlled as scientific studies would demand, the number of pupils questioned was not large, and the personal element was not wholly eliminated. I believe, however, that the results constitute a fairly genuine and spontaneous cross-section view of the opinions of pupils, uncolored by the desire merely to please the instructor.

Six questions were submitted to each of five classes, on the last day the class was in session, June, 1925, 163 students replying. The pupils did not know until that morning that any questions were to be submitted. They knew that their answers would in no way affect their marks. I had no thought then of using the replies for publication.

Results in such a subject as C. L. P., as the course is popularly designated, should be measured chiefly in terms of concrete social attitudes and not in mere fact acquisition. Such attitudes are difficult to test and determine without following the pupil through his whole day. In the replies, however, such attitudes seem, to a considerable degree, to be self-revealed.

The first question submitted was, "What topic in C. L. P. I. has been most interesting?" First choice resulted in a tie, there being 22 votes each for "Civic Beauty" and "Police." The next highest vote was for "The Handicapped," with 19, after which the topics ranked as follows: "Fire," 18; "Recreation," 15; "Immigration," 14; "Traffic" and "Health," 13 each; "National Government," 10; "Community Life," 2; "How I Depend on Others," 2; "Schools," 2; "City Planning," 2; "Study Helps," "Courtesy," and "The Family," each 1.

The second question was, "What has been the most valuable thing in this course?" Replies are given without any attempt to arrange them in any particular sequence, the pupils' wording being retained almost verbatim, in order to bring out each shade of meaning as fully as possible. This has resulted in some overlapping of replies, but wherever there seemed to be the same meaning the replies have been totalled.

Replies follow: "Makes better citizens of students," 21; "You know more about your community," 18; "Learning the traffic laws," 17; "Learned how disease is spread," 7; "I have learned how to observe better," 3; "To work together as a community," 3; "We learn how to take better care of ourselves in public," 5; "Learn to obey laws and rules," 5; "I read in the newspaper things I did not read before," 2; "That children need playgrounds and parks," 2; "How to have landscaping done on lawn," 2; "Watch out for fires and matches," 2; "Become interested in civic beauty," 2; "It makes one think of the problems of the community," "You learn how to serve your community," "Helps you to understand the needs of your community better," "To learn how to have beauty around us," "It tells you the things you will have to be prepared for in life," "To know your city better," "Appreciation of the work of the community," "City planning—why streets are where they are," "Helped me to take care of fires and traffic," "When and where to park, and keep our city clean," "Be a good scout—join," "How to get rid of flies," "We have learned many things about traffic and health and other things, so that when we grow up we know what we should do and what we should not do," "It has made me clean up our yard and be careful of flies and insects," "It has taught me that beautiful things are not always expensive," "It helps you with clean sports and shows you how to spend your leisure time," "President and his duties," "I didn't know there were so many things in the world," "Obey health rules," "How the handicapped have been helped," "The government spends much money to make cities beautiful," "Many places of beauty I didn't know about," "When I travel I can see things I studied about," "It helps you think for yourself," "It teaches many things that you could never find for yourself," "Helps a person not to be narrow-minded," "Makes him think how he can be of help to the community," "Widened our knowledge of what is going on in the world," "Helps us for our future in almost all ways," "How immigrants differ and how to look at them," "I learned facts about the old and the new immigration that never will be forgotten and ought to be known," "Helps to appreciate beauty," "Learned what others have done for us," "News and laws of U. S. and outside world," "Know what to do to your own place" (civic beauty), "Teaches you to play safe."

Another question was: "How much study time has C. L. P. I. taken in comparison with other subjects?" Some replies were too indefinite for classification and a few did not answer. Twenty-one said that it required more time than any other subject, 27 said that it took the second most time of any, 42 said "Same as others," and 47 said that it required less time than any other subject. One volunteered the remark that "Time goes faster in studying C. L. P."

The fourth question was this: "What is the most valuable form or type of classroom activity?" Seventy-two replied in favor of true-false tests, 19 said "Preparing questions ourselves for other pupils

to answer," 16 gave "Discussion on subject," 27 said "Debates," 8 gave "Oral reports," 2 said "Maps, graphs, etc.," 2 "Reading aloud," 1 "Board work." The following volunteer comments were offered: "True-false tests every morning," "I like true-false tests because you have to study," "Debating has helped me more than any other thing we have had in C. L. P.," "I think when we prepared questions and asked other pupils, because we had to think more," "True-false tests that I (the pupil) prepared."

Question five: "How has it helped you most in becoming a better citizen?" Answers: "Learned to obey traffic rules," 20; "Obeying laws," 8; "We learn laws and how to become a citizen," 7; "Understand more about your community," 4; "Learned the laws and the requirements of a good citizen," 8; "Has helped me understand immigrants and the meaning of a vote," 5; "How to vote correctly," 5; "It tells how good citizens we can be," 5; "Respect and obey all laws and orders, and respect the flag," 5; "Good sportsmanship," "To know what my duty is to my country and state," 2; "How to help the people in our community," 2; "To get out more socially," 3; "Be kinder to person who doesn't know everyone," "Learned rules of protection from fire," "To be cautious in driving and with fire," "Obey laws—live clean—good habits," "Learning about my country and the home," "To respect other person's rights," "To keep our city and parks clean and to know and obey the laws," "It has shown us many things that we haven't been doing in citizenship," "It has taught me about not doing harm or starting fires," "Taught me my dependence on others," "To act properly in school and in my community," "It shows you how to go about things in your community," "It helps me to see how team-work holds up the community," "C. L. P. has helped me to look on both sides of things before making a conclusion," "It helps us to abide by laws made by the group which makes us better citizens," "Has helped me understand how to help the community" (this by a boy who "failed," it so happens), "How we should act," "It has taught me to do things for the good of the community," "It has taught me the rights and duties of a citizen," "Learning that you must co-operate with others," "It teaches us to love and respect our laws," "You learn that to obey laws is best."

The last question was: "What will you remember the longest of the C. L. P. activities this semester?" I knew that this would not bring an exact answer, but I tried to discover what seemed to have made the deepest impression on the pupils, and what would, therefore, be likely to remain with them as a vivid fact or experience.

Replies were: "Traffic rules," 10; "Graphs," 9; "Trip to courthouse for talks," 6; "Debates," 6; "Stanza learned by heart, page 82 in text," 6; "About the blind and deaf," 8 (we had visited the sight-saving room and two blind students had talked to our classes); "Introductions," 4 (we had given one day to correct social usage, including demonstrations by pupils); "Fire protection," 5; "That flies

are dangerous and we should kill them," 6; "The fly pictures and slides you showed us," 4; "Charts," 3; "Special reports," 4; "To help the community," 2; "The quotation, 'It is better to see once than to hear a hundred times,'" 3; "Civic beauty," 2; "To be careful in driving," 2; "The American's creed," 2; "Not to chew gum in class," 2; "Study of the dirigible Los Angeles," 2; "Trip to filtration plant," 2; "Visit to the State Capitol," "Trip to the biology museum," "To keep my eyes open for civic beauty," "Politics, our national government, duties of members of the cabinet," "How I worked on my graph," 2; "How to preside when required to act as chairman," "City map and plan of city," "To obey all traffic rules," "Study of the through streets," "Obedience is liberty," "The scrapbook," "The slogan on the safety poster, 'Say it with brakes and not with flowers,'" "I have learned to look on the other fellow's viewpoint," "Health rules."

Some replies have been omitted entirely because they were somewhat beside the point, but no replies have been left out for being of a derogatory nature: there were none of that kind. The great diversity of replies confirms my belief that they are entirely genuine and spontaneous and that they represent true pupil opinion.

Measurements in Civics

BY A. S. BARR, DEPARTMENT OF EDUCATION,
UNIVERSITY OF WISCONSIN

It may be of interest to the reader to know at the outset that measurement in citizenship courses is so much in its infancy that an extensive bibliography of educational tests, such as that recently compiled under the direction of B. R. Buckingham and published by the United States Bureau of Education, makes no mention of the subject of civics or government.¹ While there are now available a considerable number of tests in history, especially in American History, few tests are available for courses in citizenship. The *Phi Delta Kappan*, the national organ of the Phi Delta Kappa fraternity, has published during the last two years extensive lists of research studies for the several schools of education in which chapters of the organization are located. Considering the widespread attention to training for citizenship and a similar interest in test construction, it is interesting to note that of the several hundred titles mentioned only one refers to tests in Civics.² Civics, then, seems to offer a difficult field for test construction. The partial explanation is probably the generally accepted theory of civic instruction, namely, that it is not so much what a pupil knows, but what he does, that counts.

Of the available civics tests the following are probably the best known: (1) Munro, Government I; (2) Burton, A Test of Civic Information; (3) Hill, A Test in Civic Information; (4) Fort-Lindsey, Standardized Constitution Test; (5) Constitution Test, Institute for Public Service; (6) Kepner, Background Test in Social Science; (7) Upton and Chasell, Scales for Measuring Habits of Good Citizenship; and (8) Hill, A Test in Civic Attitudes.

While these tests are in large measure experimental, they are helpful and should be suggestive to teachers, particularly in the improvement of their own tests and examinations.

1. *Munro, W. B.: Government I* (Harvard University). This test consists of four parts: (1) Vocabulary, (2) Information, (3) Chronology, (4) Intelligence. "The first is designed to ascertain whether the student has learned to use political terms accurately. The second to test his background of elementary information on public affairs. The third to see if he possesses some notion of the sequence of events in American History. And the fourth to discover whether he reacts quickly and accurately when confronted with simple questions of public policy." The time allowed for the four tests is twenty minutes.

2. *Burton, W. H.: A Test of Civic Information* (Doctor's Dissertation, School of Education, University of Chicago, 1924). The test is composed of three sections, each containing thirty-two information questions. A commendable feature of the test is the care with which the content has been selected.

3. *Hill, H. C.: A Test in Civic Information* (University High School, University of Chicago). The test is composed of twenty exercises. The following is a sample of the exercises provided. The pupil is directed to place a cross mark (X) before the part which makes the best answer:

The most important public officer in the State is:

- a. The Attorney General.
- b. The Lieutenant Governor.
- c. The Governor.
- d. The State Treasurer.

The norms for the test, based upon returns from 7,000 students, are as follows:

Grade	Boys	Girls
12	16.3	15.3
11	14.5	14.0
10	13.5	12.3
9	12.8	11.8
8	11.0	10.5
7	8.6	8.2
6	7.4	7.0

4. *Fort-Lindsey: Standardized Constitution Test* (Constitution Publishing Co., Mitchell, S. D.). The test is of the completion type, covering the constitution section by section. The following quotation from the text exercises on the preamble will illustrate their nature:

"We, the 1..... of the United States, in order to form a more perfect 2....., establish 3....., insure domestic 4....., provide for the 5..... 6....., promote the 7..... 8....., and secure the blessings of 9..... to ourselves and our 10....., do ordain and establish this constitution for the United States of America."

The test on the constitution of the United States is eight pages in length and contains 400 blanks to be filled in.

5. *Constitution Test, Institute for Public Service* (1125 Amsterdam Ave., New York City). The test is composed of three groups of exercises: Group 1, twenty true-false statements; Group 2, ten exercises

of the completion type; Group 3, ten exercises of the multiple choice kind. The test is objective, easy to administer, and should prove satisfactory for teachers desiring to test an understanding of the constitution.

6. *Kepner, T.: Background Test in Social Science* (Harvard University Press, Cambridge, Mass.). The test is composed of seven exercises, each with several parts. Exercise I tests the association of men-events and events-men; II, literary background; III, geographic concepts; IV, historical words and terms commonly used; V, social and economic terms; and VI and VII, dates and chronology. The primary purpose of the test is diagnostic. The test is fairly objective and should prove successful for the purpose for which it was constructed. There are two forms, Form A and Form B.

7. *Upton and Chassell: Scales for measuring Habits of Good Citizenship* (Teachers College Record, Vol. 20, January, 1919; Vol. 23, January, 1922, pp. 52-79). The original chart (1919) included 187 items, which attempted "an analysis of conduct in terms of the concrete and specific habits and attitudes which should characterize a child who is taking part in an elementary school democracy." Later, in 1922, eight short scales, based upon the original chart, were prepared. Scale A, for example, is divided into three groups of items, the first group containing the five habits of least importance; the second group, the eleven habits of next greater importance; and the third group, the eight habits of greatest importance. There are eight such scales. Each item is weighted. Space will not permit an illustration from the test. The scale has had widespread use and represents an interesting attempt to measure the habit side of citizenship training.

8. *Hill: A Test in Civic Attitudes* (University High School, University of Chicago). This test is composed of twenty exercises. Following is a sample of the exercises contained in the test. The pupil is directed to place a cross mark (X) before the part which makes the best answer:

The norms for the test, based upon returns from 7,000 students, are:

Grade	Boys	Girls
12	17.8	17.5
11	16.8	17.0
10	16.3	16.5
9	15.5	15.5
8	14.4	14.5
7	12.7	13.2
6	12.1	12.3

1. While walking home from school you approach a timid, elderly woman waiting to cross the street. A large number of automobiles are passing. You should:

- a. Ignore her and go about your business.
- b. Call a policeman to help her across the street.
- c. Look the other way and pretend not to see her.
- d. Offer to assist her across the street.

If one attempts to summarize the needs of the field, two general types of tests would seem to be desirable: (1) tests of the immediate effectiveness of civic instruction; and (2) tests of ultimate effectiveness. Tests of the first type fall roughly into four groups: (1) tests of civic information, (2) tests of civic habits, (3) tests of civic ideals, and (4)

tests of the *critical technique* for the study of current issues. The first would measure what pupils *know*; the second, what pupils *do*; the third, what pupils *feel*—that is, their attitudes upon problems of civic concern; and the fourth, the *technique* by which pupils arrive at social and civic judgments. There is a *technique* or *method* in citizenship which is quite as important as other aspects of the subjects. Tests like the Munro, Burton, Hill, Kepner, and that prepared by the Institute for Public Service represent successful beginnings in the development of tests of civic information. The *Upton-Chassell Scales for Measuring Habits of Good Citizenship* are successful measures of civic habits. Tests such as *Hill's Test in Civic Attitudes* fill a real need in testing attitudes and ideals. Tests of the critical technique of citizenship are unavailable at present, but are not impossible to devise.

There are two purposes in civic instruction: the first aims to teach boys and girls to live together harmoniously, productively, and happily as boys and girls; the second, to prepare children and youth for effective adult citizenship. In addition to the measures already proposed, which for the most part are immediate and frequently conceived in terms of subject-matter, ultimate measures of the effectiveness of civic instruction should not be lost sight of.

To take an example from the teaching of safety education. The effectiveness of such instruction may be measured in terms of rules memorized, or subject-matter mastered, or it may be measured in terms of the number of lives saved. The real measure of a safety-education program is whether it saves lives immediately and ultimately. If the curve of death from accidents from year to year is a descending one, the instruction has served its purpose.

Another example chosen from the field of health education will illustrate the point even better. In the main, physical-education directors have concerned themselves with apparatus, drills, games, and the management of sports. But health education has to do with health and the lives of individuals. Would it not be better, therefore, to test the effectiveness of health education in terms of such measures as (1) losses because of illness; (2) the percentage of children enjoying normal growth (height and weight); (3) the percentage of children free from physical defects; (4) the average physical ability of the nation; and (5) increased energy and vitality? According to Dr. George E. Vincent, president of the Rockefeller Foundation, ten years have been added to the average expectancy of human life and the infant mortality has been cut in half during the last generation. This is a truly effective measure of the nation's health program. Such measures may be worked out for the community, the city, the state, or the nation, and applied periodically.

If one turns to the field of citizenship in its broader meaning, he can visualize *social progress curves* of innumerable varieties, picturing and measuring at the same time the effectiveness of citizenship courses. Tables or graphs upon subjects like the following might be used: (1) paupers in almshouses in the

United States, 1880-1925; (2) murder rate in the United States, 1800-1925; (3) the percentage of citizens voting in national elections, 1896-1924; (4) number of lynchings in the United States, 1893-1925; (5) strikes (coal mines), 1900-1925—progress in the solution of a great economic problem; (6) per capita wealth, 1890-1920; (7) divorce-marriage ratio (1890-1924)—a measure of the stability of the home; (8) death rate in the United States, 1900-1925; (9) illiteracy, 1860-1920.

In the development of ultimate measures of the effectiveness of civic instruction it should not be forgotten that teachers of civics are not responsible, of course, for all the ills of the nation. Boys and girls are getting information, habits, and ideals of citizenship from many sources. The school is only one. The problem of civic instruction, in its broader aspects, is not greatly different from that of a large industrial plant, with its thousands of men, each concerned with but a piece or part of the completed product. In industry it was found desirable that every workman know and appreciate the completed product. Probably as educators, joined as we are with thousands of other educational workers in homes, churches, industries, and governmental agencies, we, too, in addition to the traditional and more immediate measures of civic instruction, should take an occasional view of the completed product.

¹ *Bibliography of Educational and Psychological Tests and Measurements*, United States Bureau of Education, Bulletin No. 55, 1923, compiled by Margaret Doherty, Josephine MacLatchy, under the direction of B. R. Buckingham.

² Knapp, N. B., "Standard Tests for High School Civics," *Phi Delta Kappan*, Volume VIII (October, 1925), p. 32.

Materials for the Making of Graphs

Will be found in great abundance in
*Guetter's Statistical Tables Relating to
the Economic History of the United States.*

Among the topics included are Immigration, Population, National Wealth, Public Debt, Pensions and Pensioners, Rates of Tariff Duties, Foreign Commerce, Banking (State and National), Agriculture, Manufacturing, Post Offices, Railroads and Canals, Tonnage of Vessels in Domestic and Foreign Trade, Wholesale Prices, 1790-1923, Wages, Index Numbers of Prices of Commodities, Stocks and Bonds, and Retail Prices.

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News of the National Council for Social Studies

SIXTH ANNUAL MEETING OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Washington, D. C., February 20, 1926.

The Morning Session will be an extended business meeting of the National Council and its friends for the purpose of giving to the reports of its committees and its plans for future work such discussion as is necessary.

A luncheon conference will be addressed by Professor H. C. Hill, who will discuss the policies and program of the organization.

The Afternoon Session will be conducted jointly with the National Association of Secondary School Principals, and will deal with problems which are common to the National Council and to the high schools.

THE COMMITTEE ON SURVEYS OF THE SOCIAL STUDIES

The Committee on Surveys of the Social Studies has set up for its major purpose the collection of reports of surveys of the social studies made in recent years; that is, since 1919; the editing of these reports, and the publication of a concise summary of each; the examination of city and state courses of study which have been recently revised, and the statement of a critical judgment on the outstanding features of each course by some experienced teacher, and the dissemination of information regarding interesting experiments and achievements in actual classroom practice.

As a first step toward the accomplishment of these three aims, the chairman of the committee has listed the states of the Union in seven groups, and has asked some teacher resident in each section to represent the committee and to take charge of its activities in that group of states. As will be seen from the following lists, the states are grouped on a purely arbitrary basis, but the organization seems to offer a satisfactory working scheme.

Region I—The New England States.

Region II—The Middle Atlantic States: New York, Pennsylvania, New Jersey, Delaware, Maryland, and the District of Columbia.

Region III—Upper Mississippi Valley, Eastern Division: Ohio, Indiana, Michigan, Illinois, Wisconsin.

Region IV—Upper Mississippi Valley, Western Division: Minnesota, North Dakota, South Dakota, Iowa, Nebraska, Kansas, Missouri.

Region V—Southern States: Virginia, Kentucky, Arkansas, Louisiana, and all states south and south-east.

Region VI—Southwestern and Mountain States: Oklahoma, Texas, New Mexico, Arizona, Utah, Nevada, Colorado, Wyoming, Idaho, Montana.

Region VII—Pacific Coast States: Washington, Oregon, California.

The committee member from each region will send in published reports of completed surveys, and information regarding surveys now in progress in his section, pamphlets or mimeographed material relating to recent courses of study, and accounts of interesting classroom or community activities. Obviously this material will in many cases be too extended and detailed to publish in its entirety, so a second committee, to be known as the Editorial Committee, has been appointed to prepare summaries and condensations of the reports submitted for publication in *THE HISTORICAL OUTLOOK*.

The efforts of the Chairman to secure committee members in the various sections have met with a very encouraging response, and it is expected that in the next issue of *THE HISTORICAL OUTLOOK* complete lists of the membership of both committees will be published.

The committee appeals for the aid of social science teachers throughout the country. If you have at hand any material of the kind described, please send it in at once to the general chairman, or to your regional representative, and help the committee to save time, effort, and postage. If you do not have time to write a complete article regarding some worth-while classroom experiment, send in the name and address of the teacher engaged in it, and a sentence or two describing the nature of the work.

Your co-operation will be sincerely appreciated.

MARY V. CARNEY,

Chairman of the Committee on Surveys of the Social Studies.

Central High School,
St. Paul, Minnesota.

THE COMMITTEE ON AFFILIATION

The purpose of the Committee on Affiliation and Membership is two-fold. First, to work out a plan for effecting a closer affiliation between the National Council and the various state organizations. Secondly, to study the situation in regard to the organizations in the social studies in each state and, on the basis of findings, to recommend procedure toward the setting up of machinery which will make it possible to extend membership in the Council to all who may be interested.

The ideal committee to carry out such a purpose should have on its membership list at least one representative from each state.

At the present time, representatives from eight states are at work gathering data on the following questions:

1. What are the social studies organizations in each of the states and how may they be reached by communications from the National Council?

2. Which of these organizations consider themselves units of the National Council?

3. Which of the other organizations are affiliated with the National Council in any way and of what does the affiliation consist?

4. Which of these organizations would be willing to support the National Council by arranging for a membership committee, whose duty it would be to advertise the National Council and devise ways and means of increasing its membership.

The committee will need the help of Council members along two lines especially. First, in regard to the rounding out of the membership of the committee. No doubt there is "just the right person" for such a committee in each state, but to find him is a difficult problem in some cases. If any reader of *THE HISTORICAL OUTLOOK* knows such a person in his state, it will be greatly appreciated if he will submit that person's name to Dr. Dawson, Secretary of the National Council, 691 Park Avenue, New York City.

Help is solicited also in regard to the gathering of data in each state. The work of each state representative will be made much easier if members will note the questions referred to above and send in to him pertinent information concerning the organizations to which they belong.

Members of the Committee on Affiliation and Membership:

Colorado: Mr. W. G. Binnewies, Dept. of Sociology and Economics, Colorado State Teachers College, Greeley.

Idaho: Dr. H. L. Talkington, Head of Dept. of History and Social Science, Lewiston State Normal School.

Indiana: Mr. Earl Swindler, Assistant Professor of History, Indiana State Normal School, Muncie.

Iowa: Miss Leone Barngrover, President of Social Science Group, I. S. T. A., 1602 Morningside Avenue, Sioux City.

Kansas: Mr. W. D. Ross, Head of Dept. of History and Government, Kansas State T. C., Emporia.

Missouri: Miss Mary Keith, Dept. of History, Southwest Missouri State T. C., Springfield.

Texas: Professor L. W. Newton, Dept. of History, North Texas State T. C., Denton.

Washington: Mr. Pelasgui Williams, Head of Social Science Dept., Washington State Normal School, Bellingham.

Recent Texts in the Social Studies

LIST PREPARED BY R. O. HUGHES, PEABODY HIGH SCHOOL, PITTSBURGH

Readers of *THE HISTORICAL OUTLOOK* will recall that in our Year Book for December, 1923, appeared a list of texts in the Social Studies which had been published during the period from 1916 to the fall of 1923. With the addition of a half dozen books, which were unintentionally omitted and mentioned in the January and March numbers of the magazine following, it is believed that this list was complete.

The titles appearing below, on which comment is made after the fashion of the 1923 list, will as far as possible include all the Social Studies texts for junior or senior high school which have appeared in the last two years. The classification adopted for the previous list has been retained in this supplementary list, except that it seemed well to make a separate group of texts which are distinctly sociological. Accompanying these lists of texts are also a few titles of reference books which have been called to the compiler's attention during the preparation of this list. They are suitable for supplementary reading, for the study of special topics, and in some cases as a partial basis for regular class work. No claim is made as to the completeness of these supplementary lists.

UNITED STATES HISTORY

Bourne, H. E., and Benton, E. J.: *American History*; Heath; 1925; Grade 11-12; a senior high school text which devotes relatively little space to exploration and colonization and much to the story of the last half century. Special attention is given to social and industrial progress.

Fish, C. R.: *History of America*; American Book Co.; 1925; Grade 11-12; combination of topical and chronological treatment. More than usual attention given to progress of social life.

Gulitteau, W. B.: *The History of the United States*;

Houghton Mifflin; 1925; Grade 11-12; seeks to emphasize the progressive nature of American development.

Leonard, A. R., and Jacobs, B. E.: *The Nation's History*; Holt; 1924; Grade 7-8; each chapter has a preliminary analysis with definite reference to a "Minimum Reference Library." Biographies of prominent characters grouped after main text.

Robbins, C. L.: *School History of the American People*; World Book Co.; 1925; Grade 7-8; statement of problem precedes and summary follows each topic presented. Illustrations distinctive.

Recent revisions have appeared of older texts such as Thwaites and Kendall, *History of the United States*, Houghton Mifflin; Latané, *United States History*, Allyn & Bacon; Beard and Bagley, *The History of the American People*, Macmillan, and doubtless others.

The Pioneer Life Series, published by World Book Co., contains numerous titles dealing with frontier days in several parts of the country, particularly the West. The books are written in a style suitable for a junior high school class and form exceedingly valuable supplementary reading. "The Makers of America," by Woodburn and Moran, is largely a series of biographies. It is written with fifth grade pupils chiefly in mind, but it is not beneath most seventh and eighth graders. "The Gateway to American History," by Lawler (Ginn), treats interestingly the old world background for American History, beginning with the Egyptians and going on through to the American Revolution. It is particularly adapted for a sixth grade preliminary course, but will be very helpful for American History reference in the seventh grade. Vollintine, "The Making of America" (Ginn), is a story of the expansion of America across the continent. It treats effectively this very important phase of American History. "Our Nation's Heritage," by Halleck and Frantz (American Book Company) is another interestingly written "background" book for junior high school United States History. It deals with the contributions of pre-historic man and ancient and medieval nations to modern civilization, and closes with a chapter on "How We Have Been of Service to the Old World."

Harlow's "Growth of the United States," published by Holt, is primarily a college text, but is written in a lively style which will appeal to most senior high school pupils. Hockett and Schlesinger, "Political and Social History of the United States" (two volumes), published by Macmillan, and Muzzey, "The United States of America" (two volumes), published by Ginn, were also written primarily for college use, but will be valuable for high school supplementary reading.

EUROPEAN AND WORLD HISTORY

McNeal, E. H.: *Modern Europe and Its Beginnings*; Scribner; 1925; Grade 11-12; brief survey of ancient civilization precedes relatively full treatment of medieval and modern times. Numerous pen and ink sketch maps. Formal maps and plates follow text. Definite suggestions for topical review.

Robinson, J. H., Smith, E. P., and Breasted, J. H.: *Our World Today and Yesterday*; Ginn; 1924; Grade 10-11; one-year course in World History. Briefer than General History of Europe by the same authors. Maps follow text.

Webster, H.: *History of the Modern World*; Heath; 1925; Grade 10-12; a course in World History preceded by five chapters tracing the development of civilization from the earliest times to the French Revolution.

Harding, S. B.: *Medieval and Modern History*; American Book Co.; revised 1925.

Webster, H.: *Early European History; Modern European History; Medieval and Modern History*; World History; Heath. These have all been revised.

West, W. M.: *Modern Progress*, 1925 edition; *World Progress*, Canadian; and *West-Eastman, Modern Peoples*, Canadian, are recent revisions of well-known texts; Allyn & Bacon.

Webster's "Readings in Medieval and Modern History" and "History Source Book," published by Heath, are excellent for their purpose. Hazen's "Modern Europe" (Holt) is a college text not too deep for high school use. Vaughan, "Great Peoples of the Ancient World" (Longmans) deals interestingly with the life of the ancient Oriental peoples whom it is sometimes very hard to make real. Davis, "A Day in Old Rome" (Allyn & Bacon), will also put life into the study of ancient times. Day, "A History of Commerce" (Longmans), is a standard work good for high school reference, recently revised.

CIVICS AND GOVERNMENT

Greenan, J. T., and Meredith, A. B.: *Everyday Problems of American Democracy*; Houghton Mifflin; 1924; Grade 12; organized as a study of large but specific problems. Material arranged so as to present accepted facts with reference to each problem and arguments on both sides of a debatable proposition applying to it.

Harman, R. V., Tucker, H. R., and Wrench, J. E.: *American Citizenship Practice*; University Publishing Co.; 1924; Grade 11-12; a problem of democracy text with short chapters stating the main facts about significant topics, followed by questions, reading references, and "Citizenship Practice Exercises."

Hepner, W. R., and Hepner, F. R.: *The Good Citizen*; Houghton Mifflin; 1924; Grade 7-8; a study of community civics centering around the individual's rights, responsibilities, and activities. Relatively small space devoted to specific study of government.

Hughes, R. O.: *New Community Civics*; Allyn & Bacon; Grade 8-9; a complete revision of the author's *Community Civics* with abridgments intended to permit the text to be readily used as a basis for a half-year course.

Morgan, D. S.: *Living and Working Together*; Scribners; 1923; Grade 7-8; a study of community civics in somewhat the form of general social science. Part One emphasizes various forms of co-operation; Part Two deals with the "Citizen in Industry"; Part Three with "The Citizen in Government." Briefer than many texts.

Woodburn, J. A., and Moran, T. F.: *The American Community*; Longmans; 1924; Grade 7-9; Part One, *The Community Around Us*; Part Two, *Our Community Life and Its Operation*; Part Three, *The Government of*

American Communities; Part Four, *American Citizenship*.

Several books have come into being as a result of a demand created by state laws requiring the study of the constitution. These include Ashley, "The Constitution Today," Macmillan; Gettell, "The Constitution of the United States," Ginn; Higgins, "We, the People," World Book Co.; Maurer and Jones, "The Constitution of the United States," Heath; Miller, "The March of Democracy," Heath; Rexford and Carson, "The Constitution of Our Country," American Book Co.; Southworth, "The Common Sense of the Constitution," Allyn & Bacon.

Texts for special use in particular states form another group. These include such titles as Brooks, "Our Dual Government" (North Carolina), Rand McNally; Hotchkiss, "Constitution of the State of Ohio," Ginn; Rexford, "Our City—New York," Allyn & Bacon; Turkington and Sullivan, "Community Civics for New York State," Ginn; the special state editions for Hughes, "Community Civics" and "Elementary Community Civics"; and similar adaptations of other well-known texts to state or local use.

Bennion, "Citizenship," World Book Co.; Magruder, "American Government," Allyn & Bacon; Reed, "Form and Functions of American Government," World Book Co.; and doubtless most of the other texts of the kind, are published in revisions intended to keep them up to date.

Recent publications suitable for reference and supplementary reading include the following:

Shepherd: *The Boys' Own Book of Politics* (Macmillan) seeks to make political life real rather than a formula or laws and constitutions.

Payne's: *We and Our Health* (American View Point Society) deals in a vivid concrete way with the important phase of our civic life.

Lyman and Hill: *Literature and Living* (Scribners) is a compilation of selections from a wide range of sources which touch upon every phase of the good citizen's interests. Its three "books" will be specially valuable for classes which combine the study of Civics with their work in English, but will be very useful for supplementary reading in any junior high school class in American History or Civics.

Baker-Crothers and Hudnut's *Problems in Citizenship* (Holt) will make excellent supplementary reading for senior high school classes in Civics or Problems of Democracy.

Munro's *Government of the United States*, revised (Macmillan), should have a place in every high school library.

Munro's *Current Problems in Citizenship* (Macmillan) is a series of readings suitable for use in any advanced high school class in Civics or Government.

SOCIOLOGY

An increasing number of books approach the study of human relationships in general from a definitely sociological viewpoint. These include the following:

Carver, T. N., and Hall, H. B.: *Human Relations*; Heath; 1924; Grade 12; the authors say that "Altogether too much attention is being given to the question, How do men behave and why? and altogether too little to the question, What happens to those who behave in this way or that?"

Fairchild, H. P.: *Elements of Social Science*; Macmillan; 1924; Grade 12; seeks to present fundamental principles of sociology in a style readily comprehensible by the high school senior. Numerous pen and ink illustrations help to bring out particular points.

Hart, J. R.: *Social Life and Institutions*; World Book Co.; 1924; Grade 12; Part One, "History and Today," looks at society from the standpoint of its development and its organization. Part Two, "Today and Tomorrow" considers society from the standpoint of its prospects, its defects, and its promises.

Marshall, L. C.: *The Story of Human Progress*; Macmillan; 1925; Grade 8-10; interesting topical treatment of phases of the development of the human race.

Ross, E. A.: *Civic Sociology*; World Book Co.; 1925;

Grade 12; a study of today's social and civic problems as a basis of intelligent citizenship.

ECONOMICS AND VOCATIONS

Carver, T. N.: *Elements of Rural Economics*; Ginn; 1925; Grade 11-12; an elementary treatment of the topic intended for special use in rural high schools.

Ely, R. T., and Wicker, B. R., and Brandenburg, S. J.: *Elementary Principles of Economics*; Macmillan; 1924; a revision of the earlier Ely and Wicker High School Economics, introducing the new phases of economic theory.

Gray, L. C.: *Introduction to Agricultural Economics*; Macmillan; 1924; Grade 12; a discussion of farming activities and problems for agricultural high schools and the general public.

Moriarty, W. D.: *Economics for Citizenship*; Longmans; 1925; Grade 11-12; economic problems treated from the standpoint of general enlightenment rather than of specific education for business. Interesting problems for review and application follow each chapter.

Riley, E. B.: *Economics for Secondary Schools*; Houghton Mifflin; 1924; Grade 11-12; one of the few economics texts prepared by a high school teacher. Treats the usual topics on the basis of classroom experience.

Smith, H. B.: *Industrial History*; Macmillan; 1924; Grade 11-12; seeks to show industry as the basis of civilization.

Thompson, C. M.: *Elementary Economics*; Sanborn; revised 1924; Grade 11-12; thorough revision of the text first published in 1919.

Williamson, T. R.: *Introduction to Economics*; Heath; 1924; Grade 11-12; Part One, The Development of American Industry; Part Two, Analysis of American

Industry; Part Three, The Reform of American Industry; Part Four, Discussion of Select Industrial Problems. Williamson's *Readings in Economics* (Heath) is planned to accompany this text, but will be very useful with other texts as well.

AIDS FOR TEACHERS

Recent books of special interest to teachers of the Social Studies in helping them to formulate their objectives, to obtain a broader view of the scope and importance of their work, or to offer practical suggestions for class activities include the following:

Almack's *Education for Citizenship* (Houghton Mifflin) seeks to point out the various forms in which school activities and community co-operation can make possible the realization of civic values and the development of the right sense of civic responsibility.

Barnes's *The New History and the Social Studies* (Century) points out the correlation between History and other Social Studies. It presents valuable bibliographical information.

Knowlton's *Making History Graphic* (Scribners) is a collection of cartoons, charts, diagrams, and other original products of pupils of various grades from 8 to 11. They suggest striking ways of emphasizing significant historical ideas.

Martz and Kinneman's *Social Science for Teachers* (Houghton Mifflin) is a discussion of civic and political problems on a more advanced level than that possible for pupils, but will aid teachers to realize the far-reaching significance of the topics they discuss and the work which they have undertaken.

An Introductory Course in the History of the Americas at the University of California

BY JOSEPH ELLISON, UNIVERSITY OF CALIFORNIA

In his article, "An Introductory Course in American History," published in *THE HISTORICAL OUTLOOK* of January 1, 1924, Professor Bolton outlined the aim and scope of an introductory course in the "History of the Americas," which he is conducting successfully since 1919. As Professor Bolton emphasized mainly the scope of the course, it may be worth while to describe here its organization and methods of conducting sections.

SCOPE OF THE COURSE

The course of the "History of the Americas," designated in the catalogue of the University of California as "History 8," presents in sixty lectures "a general survey of the history of the Western Hemisphere, from the discovery to the present time." The first semester's work deals with Colonial America. The topics discussed during this period are the European background for the history of the Americas; the occupation and colonization of the Western Hemisphere by the Spanish, Portuguese, French, English, Dutch, Swedes, Danes, and Russians; the introduction of European civilization in the Americas; international rivalry and conflict. The general subject for discussion during the second semester is the separation of the English and Hispanic American colonies from their mother countries and the founding of the American nations. The topics treated are the revolt of the English and Spanish colonies and the founding of the United States, Canada, and the Hispanic American Republics; the interrelation of

these nations and their relations with the outside world.

PURPOSE OF THE COURSE

The purpose of this course is to present to our students a synthesis of American history in the larger sense, which embraces all the nations of the Western Hemisphere; to point out to them the steps in the development of the new civilization on the American continents; the similarities and differences among the several nations; their common problems and common interests.

It is a well-known fact that the average Freshman is woefully ignorant of the history and geography of Canada and Hispanic America. I have had Freshmen tell me that Colombia is the capital of Chile, and that Peru is on the eastern side of South America. It is sometimes astounding how provincial is the outlook of the Freshmen on Hispanic America. They believe that all the Hispanic Americans are ignorant, turbulent, poverty-stricken people, devoid of all culture and refinement. Too often they judge all Hispanic Americans by the standards of the few Mexican laborers whom they meet in the United States. Now, if we want to strengthen our economic and political relations with our neighboring countries, we must acquaint ourselves better with their histories and present-day problems. Only then can there be a better understanding of each other and a mutual respect.

ORGANIZATION OF THE COURSE

The "History of the Americas" is designed specially for Sophomores, but it is open to Freshmen and to Upper Classmen. "History 8" belongs to the group of social sciences of which one course at least is required for the Junior Certificate in the College of Letters and Science. The whole class, which numbers about nine hundred students, meet together twice a week for lectures given by Professor Bolton. As a guide to the lectures, each student provides himself with a copy of Bolton's printed syllabus, which contains full outlines of the lectures and lists of reading references. The reading provided for in the syllabus is of a threefold character. First, are the brief textbook assignments, covering, more or less, the lectures. The principal textbooks used for this course are: Bolton and Marshall, *Colonization of North America*; Farrand, *The Development of the United States*; Bassett, *A Short History of the United States*; Sweet, *History of Latin America*; James and Martin, *The Republics of Latin America*; Robertson, *History of Latin America*; Skelton, *The Canadian Dominion*. Second, are lists of interesting small books, generally of the *Chronicles of America* and the *Chronicles of Canada*. These books are assigned for monthly topical reading. The University Library has enough copies of these *Chronicles* to make possible the assignment of the same book for all the sections of a Teaching Fellow. Indeed, of some of these books the Library has as many as fifty copies, which makes it possible for two Teaching Fellows to take the same book for all their sections. The syllabus also provides lists of large and special books for those who wish to do extra reading.

A very important part of the equipment for this course is the excellent system of the University Library for handling the necessary books. While students are urged to purchase these books, the University Library provides most of the books used in this course in considerable numbers. Of some books the Library has as many as one hundred copies. Most of these books are kept in the Reserved Library, in stacks behind enclosure, where the students have access to the shelves, so that they may exercise some choice in selecting their books. Only one book and an atlas may be drawn out from the reserved-book-room enclosure at one time. To draw a book the student must write on a special library slip the name of the author, the title of the book, and his own name and address. Books drawn from the Reserved Library must not be taken from the building, and must be returned to the discharging desk on the day on which they are borrowed. Any one of the books in the Reserved Library may be drawn for home use when signed up on a special slip, one hour before closing time, and returned one hour after opening time the following day. When the books are not returned in time, the students incur a fine of fifty cents per volume. Books of which there are not very many copies, when in great demand, are placed in the Two-hour Book Room, where they are to be used only for two hours at one time.

Another important part of the equipment for this course are wall maps for class use. "History 8" has a large number of wall maps, specially prepared by Professor Bolton to accompany his lectures. The maps are large enough so that the various places on them may be seen from any part of the room. Several of these maps are used for every lecture.

QUIZ SECTIONS

For supplementary instruction and quiz purposes the class is divided into sections, about twenty-five each, which meet once a week. The sections are handled by Teaching Fellows, who are doing graduate work in history, most of whom have already taken their Masters' degrees and are working for the Doctorate. Some of the Teaching Fellows have had previous experience in teaching history in high schools or colleges. This year we have nine Teaching Fellows, five of whom take charge of six sections each; three half-timers, who have three sections each; and the head quiz-master, who, in addition to the administrative work, takes care of two sections. In addition to the sections, each Teaching Fellow holds regular office hours, during which time his students may come to "make up" work or consult him concerning other matters pertaining to the course.

At the weekly conferences all the Teaching Fellows meet with Professor Bolton to talk over various matters pertaining to the course, such as questions of an administrative character, as well as of a pedagogical nature. At this hour the monthly books are selected by the Teaching Fellows; examination questions and grades are discussed, and notes are compared. The purpose of these meetings is to introduce some element of uniformity in conducting sections.

However, since the manner of conducting sections varies, more or less, with the several Teaching Fellows, I shall therefore limit the discussion of method in the sections to my personal experiences in this matter. The guiding principle in my section work is to teach students to study effectively, to think clearly and logically, to grasp the relationship of events, to distinguish between essentials and non-essentials. I always aim to emphasize general movements, dwelling upon cause and effect. The first meeting of my sections each semester is devoted to a discussion of the values of history; the scope and purpose of the course; the method followed in the sections; the amount of work the students are expected to do, and the most effective ways of accomplishing good results from their studies. The attention of the students is called to the important reference works and atlases.

At the weekly section meetings the students are held responsible for the lectures of the preceding week and the assigned reading in the textbooks. Except when there is a written examination on the monthly books, for which purpose I allow twenty-five minutes, I devote the first five or ten minutes of the hour to a short, written quiz, based upon the two lectures to be discussed in the class. The questions are of the thought-and-fact type, or map drills. The next ten minutes are devoted to a discussion on the

weekly reading, where the degree of thoroughness of the student's reading is tested, and special points in historical method are brought out. For instance, the students are asked to state the author's opinion on some of the questions discussed in the book; or to compare the opinions of two authors read during the week. The remainder of the hour is devoted to an oral discussion of the lectures. In these discussions I encourage even the passive students to participate and to do some original thinking. The students are asked to point out analogies, drawing upon their stores of information and past experiences. To provide for the element of continuity and to serve as a background for the new topic, the students are asked to give a brief review of the preceding week's discussion. After the review of the old lesson follows the discussion of the new topic.

For the sake of concreteness I shall use as an illustration two topics discussed in my sections. One of these topics was the founding of the Hispanic American nations from about 1825 to 1870. At first, we briefly reviewed the revolt of Hispanic America, pointing out the causes and the character of the revolutions. With this background on the board before the class (an outline of the discussion is put on the blackboard by a member of the class while the recitation is in progress), we proceeded to the new lesson, the period of reconstruction. The various unsuccessful attempts to confederate all or parts of Hispanic America were discussed briefly. To bring out clearly the causes responsible for these failures the students were asked to draw a comparison between the early United States and Hispanic America, with regard to geography, ethnology, political, and economic conditions. With the wall map in front of them, the students were quick to notice the differences in the extent and character of the two sections: in the United States we have a relatively small stretch of territory along the Atlantic seaboard, without great impediments for communication, inhabited by a more or less homogeneous population, long accustomed to self-government; while in Hispanic America we have a vast stretch of territory, with deserts, swamps, forests, and mountains, inhabited by a sparse population of whites, mestizos, and Indians.

Having failed to confederate all or large portions of Hispanic America, the next logical step, pointed out by the class, was to form small states, conforming to the geographic, political, and ethnographic character of the country. But here, again, we found disorder and disturbances. After some discussion the class agreed that the internal disorders were due to the large percentage of an ignorant, down-trodden native population, which was used as a tool by demagogues; the lack of political experience of the upper classes; the prominence since the revolution of the military and border ruffian class, such as the *gauchos* and their *caudillos*; and the presence of a large militant, conservative clerical party. Hence, as a result of these disturbances, there emerged in various parts of Hispanic America dictators. To understand the situation better we drew the analogy between some of our present-day dictators in Europe and the His-

panic American dictators of the nineteenth century. The many similarities between Mussolini, with his Fascisti, and Rosos, with his Mazorca, seemed quite striking to the class, and I believe it added some fresh interest to the lesson. After the discussion followed a brief summary of the main points brought out during the recitation. The students then felt they had a better appreciation of the difficulties and problems of our neighbors to the south.

The second discussion, which I shall consider here very briefly, dealt with the "British Fur Traders in the West" and "The Contest for the North Pacific." In this discussion my aim was to bring out clearly two distinct but related movements; first, the character of British expansion in Canada and the agency by which that was accomplished; second, the international rivalry on the Pacific Northwest as a result of the clashing expansionistic policies of Great Britain, Spain, Russia, and the United States. We began the discussion with the founding of the two powerful British fur-trading companies—the Hudson Bay and Northwest companies—their methods of trade and bitter rivalry, which resulted in the rapid exploration of the vast area from Hudson Bay to the Pacific coast. Here we found an excellent illustration how sometimes private interests, in quest of personal gain, contribute to geographical knowledge and open up new countries for settlement long before the coming of the slow-moving official explorers.

Leaving the British fur traders on the Pacific coast we went back to review the expansion of Spain, Russia, and the United States toward the Pacific Northwest: the first coming from the south; the second, from the north; the third, from the east and west. After bringing together all these rivals on the Pacific Northwest we were ready for the third step; namely, the clashing of their interests and the final settlement of the question of the ownership of the territory. First came the clash between Spain and Great Britain, culminating in the Nootka Sound Controversy, which was Spain's first backset, and the first step toward her elimination from that territory in 1819. Then came the controversy between Great Britain and the United States, which resulted in the policy of joint ownership. Russia now became aggressive, but the Anglo-American concert managed to eliminate the new intruder. With the elimination of the other two rivals the question of the ownership of the Northwest territory was now left to be fought between the two partners. In the final settlement the most important part was played not by the government of the United States, but by the "Covered Wagon."

The value of a discussion like this seems to me to be not merely in the number of new facts learned by the students, but in a presentation of two or three main points, which bring out clearly the process of development, the continuity, and unity of history.

It goes without saying that in order to accomplish good results from a section of this kind the section leader must be thoroughly prepared. He must read widely; he must plan the recitation before he comes

to class; he must know his aim and goal, what to bring out, what to emphasize. In the classroom no syllabus or outline should divert his attention, which must be focused on the subject and the students. During the recitation the teacher must be constantly on the alert to see that the discussion moves, and moves in a straight line, without unnecessary digressions, as is frequently the case with Freshmen. But more than that, he must also explain, clarify, and elaborate when necessary—he must teach.

This is a brief discussion of the scope and method of an introductory course, the "History of the Americas," given at the University of California. We find this course successful, and I am confident that with the increasing economic and political relations between the United States and her neighbors, the interest in the history and institutions of Canada and Hispanic America and their relations with the United States will become sufficiently strong to include such a course in the curriculum of all our colleges and universities.

Projects and Problems in Omaha Central High School

BY GENEIVE W. CLARK, SUPERVISOR OF PROJECTS

Projects and problems in Central High School: eight years ago, only a name to be defined; four years ago, a little group of articles, housed in a small and obscure upper room of the building; today, a collection of 516 models and plans, placed in the charge of a supervisor, and housed in glass cases in a room centrally located and easily accessible to all! Our collection is, in the judgment of competent authorities, the largest possessed by any high school in the country; its completeness and accuracy have received equal praise.

Within our school, the project method has been applied chiefly through the creation of models serving as background for our study of history, of literature, and of the foreign languages. The work of other departments is, however, correlated with those mentioned. Definite scientific knowledge is, for example, required of the pupils constructing the working models illustrating the progress of the Industrial Revolution; skill in woodwork is demanded for the building of the three accurate Elizabethan theatres, built by senior boys for the use of the English and dramatic departments; the principles of mechanical drawing must be familiar to those who reproduce the development of architectural types; and so on, throughout the collection.

The pupil's relation to his work in such effort is well summarized within a definition whose source we have not traced, but which came to us through a speaker from Columbia University:

"The project is work purposed, planned, executed, and judged by the student."

With us, the motive for the work is supplied by one or more of the courses in which the pupil is enrolled at the time of making the project; his plan must be formulated and developed through references consulted, and through the knowledge already acquired; execution of the work is made possible by skill formerly gained; in other words, he is encouraged by the supervisor to work in a medium with which he is familiar; and judgment is based, not only upon accurate information secured through the pupil's research, but also upon a comparison of his own effort with the workmanship exhibited by the best models

of the collection. It is scarcely necessary to emphasize the development of student initiative involved in the practice of the definition here discussed.

As to a distinction between the terms *project* and *problem*, we have adopted the interpretation by which the name *project* is applied to work which is largely reproduction, and which does not involve the working out of a solution; the *problem*, on the other hand, is considered as affording a solution of some type, perhaps that requiring the adaptation of measurements to scale. In the carrying out of group work, the terms, of course, overlap, as is apparent in a later paragraph.

A definite plan of work is followed within the Project Room. Our school day begins with a so-called Home Room Period of twenty minutes. During this period any students interested are invited to confer with the supervisor as to future work; such students secure definite appointments for later periods in the room in order to consult the reference material. This use of references is made possible through the kindly and helpful attitude of our school librarian. A large number of books is loaned by the library to the Project Room; these books, which are changed weekly, offer an incentive to further research in the extensive library collection. After his reading is completed, the pupil organizes his information, and if his ideas have not taken definite shape, he discusses his purpose further with the supervisor. After the plan is complete, the worker assembles his material for use either at home or at school. In the latter case the work may be done in the manual training shops, where the teachers co-operate splendidly with us; or in the Project Room, on the large tables with which the room is equipped for use in reference consultation, and in construction. As one of the accompanying illustrations shows, these tables are ideal for work on the group projects, where the efforts of a class, or of several students, are combined.

The excellent co-operation of teachers, which has already been mentioned, is one of the finest features of our work. Interest of instructors has been easy to secure, partly because our Open Houses have pre-

sented so many valuable suggestions to individual students and to class groups; and also because the material of the Project Room is freely loaned to all teachers for class demonstration. Early in each semester individual instructors are informed, through visits of the supervisor, of the possibilities of the work. Throughout the semester, further invitations are sent through our school circular, which reaches all teachers. Our weekly newspaper, the *Register*, has given much valuable service to our work, reserving for us a definite section, known as *Project Notes*, and also providing many feature stories. In this last respect the newspapers of the city have been very helpful with stories and photographs. In one of the early years of our work, motion pictures of our collection, then a comparatively small one, were exhibited at theatres in Omaha and throughout the state. Our annual, the *O-Book*, is also generous in the matter of a fine project section.

Earlier reference has been made to the Project Open Houses, which have become one of the institutions of our school. Held twice each week, during the hour directly following the close of the regular session, these affairs attract large numbers of students, from freshmen to seniors, both in class groups and as individuals. As one of the smallest freshmen said last year:

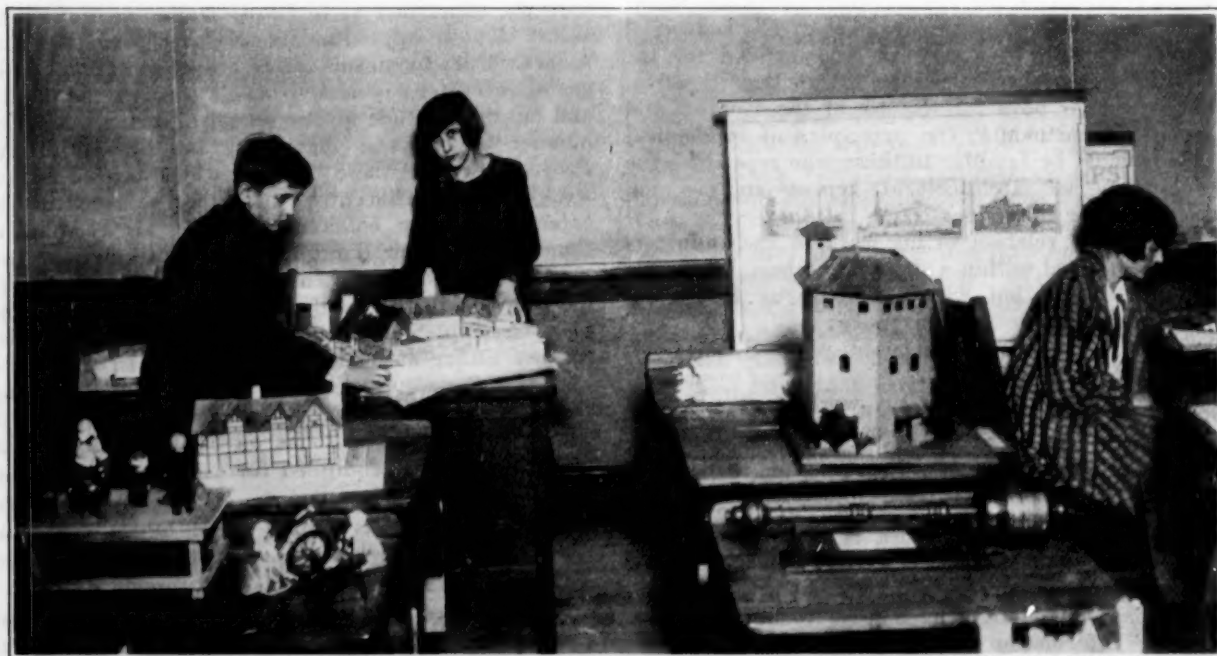
"It's like walking into a fairy book!"

Teachers often accompany their classes to these exhibits, which are in charge of a responsible student committee, appointed at the beginning of each semester. The members of this committee are so familiar with the background of the collection as to be excellent guides for student visitors. During the past year, in addition to the usual number of citizens

viewing the models, classes from a local university have availed themselves of Open House privileges; and groups from our elementary schools have visited the room. At all meetings of our Parent-Teachers' Association, the room is open and in charge of the committee. Our most important public appearance, however, occurred during the spring of 1924, when the schools of our city sponsored an enormous exhibit, covering two entire floors of one of Omaha's largest department stores. In this exhibit, Central High had a prominent part; and the large booth devoted entirely to *Projects and Problems* was one of the most interesting features of our display.

In addition to the various Open House exhibits, another valuable public demonstration of our work has been the occasional project play or playlet. Three of these have been given, by various classes. The first was presented by two classes in *Ivanhoe*, under the personal instruction of the project supervisor. Portions of *Ivanhoe* were dramatized by the class; students designed and made their own costumes, first submitting for approval project dolls, dressed in similar fashion. These dolls then became the property of the Project Room. The two later performances, one of which was a dramatization of scenes from *The Lady of the Lake*, were directed by other teachers interested in the project work. Instructors from our dramatic department lent valuable assistance in arranging the performances, given in our school auditorium.

Among the 516 articles in our collection, it is hard to select those which are most valuable. The principal types included are: models of buildings, of vehicles, of ships, of machines, of weapons—the last two almost invariably working models; representations of cos-



Students' Projects in Omaha Central High School

tunes; maps, plans, and pictures; and project topics. During each semester, certain phases of the work are emphasized; not, however, to the exclusion of other efforts. Last semester, for example, we encouraged the reproduction of the various phases of medieval life, living conditions, military equipment, and the like. Attention was also directed to the different features of the Industrial Revolution.

An outstanding contribution to the reproduction of medieval life was a group project, constructed to scale, and representing an English manor. A plan was first drafted by a student of the department of mechanical drawing; this plan was transferred to a section of beaver board, about five by three feet in dimensions; the division of land was reproduced by a mixture of salt and flour, marked by water color; and small houses, mills, animals, and the like, were artistically constructed, and placed in the proper stations upon the plan. The resulting model is so accurate as to be of material assistance in our history department. This same model offers an illustration of the combination of *project* and *problem*, to which reference was made above.

Of the many devices connected with the progress of the Industrial Revolution, perhaps none is more desirable than the reproduction of the Rhumkorff Induction Coil, illustrative of the earliest use of electricity. The coil, which was carefully constructed by a senior student, produces a most realistic spark. The maker's explanation of his model before various classes is remembered as particularly satisfactory.

In the work of the preceding years, high water mark seems to have been reached by a group of models, illustrative of the development of the drama. This group includes a pageant wagon; a reproduction

of an English inn yard, as forerunner of the theatre; models of the Old Globe, of the New Globe, and of the Fortune, among the Elizabethan theatres; mechanical drawings of early theatres; figures representing characters from early dramas; and a modern stage, complete with footlights, stage lights, operated by electricity, a movable curtain, and other devices. This group has received high commendation from visitors representing various colleges, and has rendered distinguished service to the entire school. Such articles are regarded of great value also when loaned to speakers on various club programs of our city.

Before closing, mention should be made of the two-fold value of the project in providing an incentive for improvement to the student of low passing grade, and in giving the student of high attainments an opportunity to express himself in additional achievement. The supervisor has taken great interest in watching these student types working side by side in the construction of a group model, each bringing to the work his individual contribution. There are, too, other possibilities. In more than one case, a pupil has told us that the inspiration for a career came from his experience in project work. This judgment is especially true in the case of a young woman who bids fair to become a leader in the field of costume design.

In summing up community service, we believe that *Projects and Problems* are doing their share toward making Central High School a force in the life of Omaha. Already our plans for the coming year have taken shape; and it is our hope that the work may constantly become of greater value to the school and to the city.

Book Reviews

EDITED BY PROFESSOR HARRY J. CARMAN, COLUMBIA UNIVERSITY

A History of England, I, Pagan England, Catholic England: B. C. 55 to A. D. 1066. By Hilaire Belloc. G. P. Putnam's Sons, New York and London, 1925. xiii, 421 pp.

To an historian this is an aggravating book and it is difficult to escape the suspicion that Mr. Belloc meant it to be so. He has attempted to present three general theses: as, "that religion is the determining force of society, that the inhabitants of this island were never greatly changed in stock by any invasion, that its institutions derive not from any imaginary Germanic ancestry, but from known and recorded Roman civilization." These provocative theses are advanced with great vigor, an emphatic arrangement, nine maps, and numerous genealogical tables, but without such documentation as would enable either easy or complete corroboration of his interpretations. This is at least peculiar in a study which plunges boldly and practically without reservations into highly controversial matters. Mr. Belloc talks about some of the sources, writes some of them into his text, and gibes at others' interpretations of them, but he does not even append a bibliography, much less give references to "line and verse."

Those who are familiar with the author's "Europe and the Faith" will find in this volume some of the same anti-Semitism, the same militant Catholicism, and the same references to the Germans and Russians as "outer barbarians" before their adoption of, or absorption into, Roman culture. It is not a condemnation of this book to say that it is a history of England according to Rome and the Church of Rome, but it may at the same time be pointed out that all militant Catholics are not militant as Mr. Belloc is militant, and that many of them find scholarly controversy more profitable than the more exciting, but less trustworthy, technique used here.

Finally, it is a pity merely to aggravate scholars, and wrong to persuade others that historical truth has at last and thus easily been attained. The scholars will miss the liveliness and interest and provocation of this book because of distaste for, or distrust of, its method, and the others will get a false idea of the labors which are involved in an honest effort to attain historical probability, not to speak of truth.

JOHN B. BRENNER.

Columbia University.

Making History Graphic. By Daniel C. Knowlton. With a Foreword by Otis W. Caldwell. Charles Scribner's Sons, New York. 1925. 154 pp.

Dr. Knowlton has here brought together about seventy-five specimens of results obtained from pupils in the Lincoln School in the course of an experiment extending three years. The specimens represent the work of grades VIII to XI, inclusive, and are arranged in groups as follows: I. The cartoon or picture type. II. The diagram. III. Time lines, charts, graphs. IV. The map. V. Written work. Exercises of the types indicated by this grouping have long been a feature of school instruction in history, but in the United States they have been confined mainly to the earlier grades of the elementary school. Dr. Knowlton has furnished fresh and highly interesting evidence that such exercises in the junior and senior high school, even more effectively than in the lower grades, strengthen the pupil's sense of reality, stimulate his ingenuity and test his understanding of ideas. The general plan of procedure is so simple and so practical that any teacher can apply it. One of its eminently "practical" virtues is that little or no outside reading is required. Reduced to a recipe the plan amounts to this: Whenever in class discussion ideas arise that lend themselves to graphic expression, urge pupils to graphic expression in one or another of the forms illustrated by the book. There is, of course, as the examples clearly show, some danger of distortion and some temptation to treat sober matters a bit too playfully, but any serious offense against the truth or dignity of history can easily be turned to account as material for historical criticism. Teachers already convinced of the need of making history graphic will find, especially in the first three groups, some unconventional grist, and teachers not convinced will, if they can be induced to examine the collection, be stimulated to try the recipe. The book is a useful guide and inspiration to a useful kind of work and deserves to be widely used.

HENRY JOHNSON.

Teachers College, Columbia University.

A Political and Social History of the United States: 1492-1828, 1829-1925. By Homer C. Hockett and Arthur M. Schlesinger. Macmillan Company, New York, 1925. xiv, 438; xviii, 576 pp.

With the growing demand for economic and social history has arisen the problem of synthesis; how best to expand or reorganize the old familiar political outline so as to include the new material. As the title suggests, this new work is an attempt in that direction. The methods used are, first, condensation of the usual political story; second, introduction of new material, sometimes in separate chapters, sometimes interwoven in the political narrative; third, exposition of the important political developments as the outgrowth of other than political causes, and, fourth, featuring of certain predominantly economic and social developments as of equal if not greater importance than the growth of political organization.

The two volumes are similar neither in length nor in organization. The first volume, minus index and bibliography, contains 399 pages of text and is divided into chapters; the second contains 565 pages and is organized in four interpretive divisions, each of which contain chapters of convenient length. Thus, in teaching, the date 1829 cannot be taken as the semester division if equal assignments are to be made throughout the year. This seems just as well, as the authors give no reason for the choice of such a date, and their treatment does not reveal the advantages of 1829 over 1840, 1848, 1860, or 1865.

In his volume, Professor Hockett has devoted his first six chapters to the Colonial period, and his plan is highly to be commended. The great mass of the detail so often involved in the traditional relation of the history of each of the thirteen colonies is omitted, and in its stead appears an excellent description of the process of colonization and a notable chapter on economic and social development during the period. Then follows an almost purely political

narrative. A chapter on "Government in Transition" is an innovation describing political reorganization in the states during the Revolutionary period, but economic and social phases of the war are hardly mentioned. A feature of this volume is the adequate emphasis placed upon the West. The clarity of the exposition of the difficult political situation between 1817 and 1825 should make that rather obscure period much easier for student and teacher alike. This latter part of the volume, however, fails to realize the "social" promise of the title.

The second volume has the advantage of an interpretive arrangement; the chapters are organized in four divisions: "The Age of the Common Man," "The Contest over Nationality," "The Economic Revolution," and "Greater America." The first of these brings the story down to 1841, giving an excellent sketch of social conditions as well as working out clearly the political development of the times. The second division is most satisfactory as to title, but the treatment is in general commonplace. Interesting sections on the influence of the European conditions in the 'forties and the resulting immigration are included, but a more complete consideration of the industrial causes of the Civil War might have been inserted with profit. The strongest section of the volume is the third which deals with the period from Reconstruction to the Spanish War. Notable chapters are those entitled, "Humanitarian Striving and Social Progress" and "The Alien Peoples." The final section treats a controversial period in a dispassionate and unbiased manner.

These volumes present contributions toward the satisfactory solution of the four great problems of textbook writers: There is a coherent outline, the material has been well selected, the style is clear, and the temper unprejudiced. In fine, this work is not only an adequate text, but also a step toward the synthesis of American History.

ROY F. NICHOLS.

University of Pennsylvania.

The History of the United States. By William Backus Guiteau. Houghton, Mifflin Company, Boston, 1924. 726 pp.

History of America. By Carl Russell Fish. American Book Company, New York, 1925. 620 pp. \$1.92.

These are two recent additions in the field of American history in high schools, each intended to partake of the nature of the new history.

Dr. Guiteau's book is new in the sense that it is recently written and contains the narration of events of the last few years, such as the naval oil reserves incident. It is also new in its inclusion of various facts relating to earlier times of the sort which has only recently been emphasized in history texts, such as the consideration of artistic and educational elements. This material, however, is presented in such a way that it seems to have been inserted at intervals in the narrative rather than as an integral part of the whole, and one feels that this has added unduly to the length of the book. The proportion of space accorded to recent happenings is not in keeping with the theory that recent happenings are of greater importance than those of earlier times—only a quarter of the volume being devoted to all that has happened since the Civil War! Its worst fault, if it be a fault, is that it is not always unprejudiced; for example, the attitude taken toward the powers of the Supreme Court, and the way in which this attitude is emphasized would seem to indicate that the author would much prefer that the boys and girls of our high schools should remain unfamiliar with certain ideas and changes advocated by the late Senator La Follette. Surely in this day, when we seem to be meeting intolerance at almost every turn, our pupils ought to be entitled to scholarly and dispassionate texts. This does not imply that the volume under review is partisan in its treatment; it is simply marred here and there. The narrative is written in excellent English, and, all things considered, the volume is a valuable addition to the growing list of high school texts in American history.

Professor Fish's book is new in another respect. Its subject matter is selected and arranged in accordance with the theory that the pupil should emphasize those facts which have most powerfully affected his life. Consequently, military events are very briefly treated, and the life and character of the people is stressed throughout. Political events, though not receiving the attention devoted to them in the older texts, are not ignored. Perhaps the election of 1876 is too much slighted, and certainly our European relations, in the opinion of the reviewer, are not sufficiently developed. One of the most important features of the volume, in view of the fact that a very large proportion of pupils will receive no further classroom training in citizenship, is the great emphasis placed upon present-day problems. Education is treated more thoroughly than of yore, especially the more recent developments. Religious and artistic factors are not omitted and economic problems are treated at great length.

The volume, though written in an interesting style, slightly underestimates the maturity of the high school pupil. Moreover, it is by no means of even quality; "Changes in American Life," pp. 435-449, for example, will grip the student's interest, while "Party Politics," pp. 392-406, owing partly to its lack of clarity and partly to its phraseology, will undoubtedly be counted "dull." There are reviews and suggestions at the end of the chapters, some of which are excellent. The topical analysis and the chronological outline and tables at the end of the book should be very useful in securing continuity in spite of the new topical treatment which might otherwise be confusing to teachers accustomed to more nearly chronological narration. The maps are few and well chosen, though economic features are in a few instances neglected. The book is very attractive in appearance, of convenient size, with clear type, decorative chapter headings, and an abundance of excellent illustrations. Although it is not perfect, Professor Fish's book deserves high rank. Certainly, it represents one of the most successful attempts in the field of the "new history."

JENNIE L. PINGREY,
High School, Hastings-upon-Hudson, N. Y.

New Jersey Politics during the Period of Civil War and Reconstruction. By Charles Merriam Knapp, Ph.D. Geneva, New York. W. F. Humphrey Press, 1924. Pp. v, 212. \$2.00.

Important as his services to the history of political theory may have been, there can be no doubt that far the greatest contribution of Professor Dunning to the writing and teaching of history in this country lay in his stimulation of a scientific and objective study of the period of the Civil War and Reconstruction. James Ford Rhodes had set the example, but it remained for Professor Dunning in his own works and in the monographs of his students to make this a completed historical task. Professor Knapp's scholarly doctoral dissertation is the last of the series of monographs on the subject to come out of Professor Dunning's seminar. It is fortunate that it was largely completed before Professor Dunning's lamented death. It is unfortunate that Professor Dunning could not have lived to witness its publication, as New Jersey was the state in which he was most interested in a personal way, his family having taken an active part in the political conflicts of the Civil War period. The most interesting and striking part of Professor Knapp's monograph is to be found in his chapters describing the progress of "Copperheadism" and peace democracy in New Jersey. No student of the political history of the Civil War period can afford to ignore Professor Knapp's thorough analysis of New Jersey politics in this era.

HARRY ELMER BARNES.

Smith College.

Professor A. F. Pollard, of the University of London, has published under the title, *Factors in American History* (The Macmillan Company, New York, 1925, 315 pp.), the lectures which he gave at various English universities during 1924 on the Sir George Watson Foundation. The

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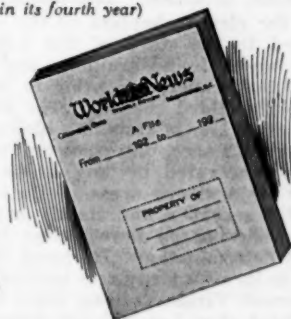
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chapter headings, eight in number, to wit: Inheritance and Tradition, Conservatism, Nationality and Nationalism, New Birth of Our New Soil, Imperialism, Idealism, Reconciliation, and The Value of American History, give a bird's-eye view of the contents of the volume. One suspects that Professor Pollard would not consider the foregoing a complete list of the most important factors in American history; the American student of social history will note some interesting omissions. Inasmuch as Professor Pollard's lectures were intended for English audiences frankly unfamiliar with American history, his treatment of the subject was necessarily limited to a fairly elementary sort of synthesis. That he could make such a synthesis inclusive of some of the most original and the best of American historical writing is a tribute to his scholarship and literary skill. There is an overemphasis upon the colonial period of our history and an unfortunate disregard of the industrialism which has been such a powerful force in making modern American civilization. Professor Pollard has been appreciative of our virtues and patient with our shortcomings; therefore, his volume will serve the useful purpose of promoting sympathetic study in England of American history and respectful attention in America to what English historians may say of American institutions. The present generation of American historians may be courted upon to point out those sins of omission and commission which Professor Pollard has so chivalrously ignored.

EDWARD MEAD EARLE.

Columbia University.

Robert E. Lee the Soldier. By Major-General Sir Frederick Maurice. Houghton, Mifflin Company, Boston and New York, 1925. Pp. ix, 313. \$4.00. This book, remarkable for its clarity, conciseness, and style, represents twenty years of patient and thorough study by one of Great Britain's keenest military critics. Devoid of the controversies and technicalities with which so many writers have enshrouded the battles of the Civil War, it presents an extraordinary narrative of that great conflict and of the part the brilliant southern leader had in it. In presenting his material the author has viewed the war through Lee's eyes, and, whenever possible, as he says in his prefatory note, he has used Lee's exact words as to his plans, intentions, and opinions.

Of the eleven chapters of the volume, the first two are devoted to the story of the Lee family in Virginia, to Lee's boyhood and training, and to his thirty-two years of military experience prior to the outbreak of the Civil War. The third chapter, "The Crises of 1861," leaves no doubt that Lee in resigning his commission in the Federal army and in accepting command of the Confederate forces was not actuated by any desire to defend slavery, but rather by a strong sense of duty to his state. Although he hated secession and stoutly argued that it was nothing but revolution, he nevertheless believed in the principle of self-determination. He loved the Union and took great pride in its prosperity and institutions and did all he could to prevent Virginia's secession. When, however, she took that fatal step Lee did not desert her. "I had to meet the question," he wrote, "whether I should take part against my native State. With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home." And General Maurice shows that Lee reached this momentous decision only after long meditation. He also shows pretty conclusively in chapter four, in which he discusses the principal problems of the Confederacy, that Lee was one of the very few who from the first said that the war would be long.

Lee's greatness as a soldier, strategist, and tactician is brought out in the six chapters dealing with the defense of Richmond and his two attempts to invade the North. He kept his own counsel and at all times proved himself a master in mystifying and misleading the enemy. Lee's chief weakness, the author thinks, was his "unwillingness to enforce his will upon others," and it was this which

probably cost him the battle of Gettysburg. On the other hand, no one can read this volume without realizing Lee's magnanimity of spirit and his lasting trust in the Divine. When things went wrong he took the blame and turned to his God for consolation. In his last chapter, entitled, "Lee's Place in History," General Maurice compares the generalship of Lee with that of Wellington. The latter, in his judgment, was superior in only two respects: (1) his firmness in directing an army in battle, and (2) possibly as an organizer. But these two aspects of superiority he points out were more than overbalanced by qualities possessed by Lee who, as a general, he rates above the conqueror of Napoleon.

Every person interested not only in a straightforward account of the military events in which Lee played a part, but in a more intimate acquaintance with the sterling character of the great Confederate leader, should read this book.—C.

Europe: A Geographical Reader. By Vinnie B. Clark. New York, Silver Burdett and Company, 1924. 555 pp. \$1.28.

Miss Clark sets out to furnish geographical material for children which will be "simple, colorful, and realistic," which will attract and hold their attention and stimulate their interest. The book certainly is interesting, it abounds in local color, and there is a personal touch which makes it thoroughly realistic. It would be very difficult to find a Geographical Reader on Europe which is as full of detail and as interestingly presented. Most school texts on Europe are either too sketchy and brief to convey detail, or they are frequently so dull that they fail utterly to arouse the interest and enthusiasm of the readers. Miss Clark has achieved the details and avoided the dullness.

In treating the continent by racial groups Miss Clark retains the individuality of each. Stress is laid upon the adjustments which each is making to particular environmental conditions, and the methods by which they are made effective. The child obtains a definite idea of the personalities of the individual groups, of their problems, of their handicaps, of their work and play. This is interesting, particularly to children, who think more naturally of people than of geographic or physiographic regions. Consequently, the child begins to take an interest in international affairs.

Essential facts concerning climate, physiography, and geology are woven into the text just when and where such facts are necessary to explain a particular form of activity, as, for example, the dairy industry of Southwest England, or the maritime activities of Norway. They are never treated as isolated facts. Consequently, the child always sees these environmental conditions associated with the life and activities of the people.

Well-chosen pictures, illustrating the human side of Geography, supplement the text. Numerous maps show clearly the location of every place discussed. They are expected to be used in conjunction with wall and atlas maps and not to replace them.

The author has stressed (1) developments which illustrate special methods of overcoming environmental handicaps as in Denmark, (2) differences in types of activities to bring out the interdependence of the various groups as in Finland and Belgium, (3) industries likely to be of particular interest to the children as the perfume industry of France.

The appendix contains a useful supplementary reading list which provides considerable material for both teacher and pupil.

JOHN B. APPLETON.

University of Illinois.

Geography: United States and Canada. By Harlan H. Barrows and Edith Putnam Parker. New York, Silver, Burdett and Company, 1925. vii, 288 pp. \$1.48.

This textbook begins with the race, inasmuch as its authors know both geography and children. It escapes, therefore,

falling into a mere compendium of facts and widens into a real sympathetic understanding book for real American children.

Expert geographers are not yet a unit as to the function of geography taken through its entire breadth, but surely with fifth grade boys and girls these authors are right in planning that the experiences provided pupils shall be such as will bring to them some understanding of the relation existing between *men in the various regions of this country and their natural environment*. Just as there have been dead languages in our school, taught by dead methods, there has been dead geography. That pupils of grammar grades shall be growing increasingly alert to the kinds of work they find men doing in definite regions, that they shall be seeking out the reasons why the work is of this type rather than of another type, that they shall be coming to the realization that economic and human welfare are contingent upon the best use of the land, this in fifth grade, is to live geography.

The method of *United States and Canada* works steadily toward development in the pupil of the problem-solving attitude of mind. Keener contribution still is the development of the *problem-raising* mental habit. In each great type of activity the pupil is lead to sense the problem in the situation. What kind of work do you think men might profitably do in this situation? Decide from the two descriptions which farm is in the wheat and which in the corn belt. Does this seem to you a good place for factories? Why? What do you see about the river that makes you think it would be hard for a very long boat to come up stream? Region by region pupils will think their way from the Pacific coast to our Atlantic seaboard. The keen skill and insight in this bringing of the problem-attitude of mind to boys and girls is the unique contribution of the book.

The geography text substitutes for the actual experiences which, if the pupils might have them, would provide

adequate basis and vital materials for their geographic thinking. In the ordinary text much of the thinking has been done before the book reaches the child; it comes to him a succession of meager, lifeless facts. This new text provides rich concrete material filled with human interest, yet of high geographic quality. The subject-matter will not fail to furnish the concrete imagery so necessary where pupils may not have actual experiences. This same geographic quality marks the pictures which form an integral part of the text. As in *Journeys in Distant Lands*, the first book of the series, the authors have wisely chosen to present the pictures without captions, since the picture is given not as an illustration, but as an intrinsic unit in a problem-raising or a problem-solving situation, as the case may be.

Purposeful activity for pupils, careful development of ability to use the map as a tool, ways and means of checking, drilling, and reviewing are furnished in the text. That the junior author knows children and the way they learn is evident in the care for the learning process. After a principle is once worked out, no opportunity is lost to apply it in similar or related situations. The teacher guided in her geography class by the pedagogical principles underlying Miss Parker's methods will find herself planning always for purposeful work in a social situation.

GRACE A. KRAMER.

Bureau of Research, Baltimore Public Schools.

Book Notes

The problem whether something called "Sociology" should appear in the curricula of secondary schools has apparently been solved by the irrefutable logic of events. What to teach is a question satisfactorily answered by Professor Grove S. Dow in *Social Problems of Today* (Thomas Y. Crowell Company, New York, 1925, xvi, 337 pp.), a book that will commend itself to all who value highly a "practical approach," a logical co-ordination of

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concrete materials, a lucid style, and a thoroughly civilized and emancipated point of view. The problems of population, of the family, of industry, of crime, poverty, and defectiveness are stated and analyzed with a clarity and cogency that compel interest and command respect. The work, planned for use in high schools, is attractively illustrated.—R. G. S.

The Psychology of Human Society. D. Appleton and Co., New York, 1925. Pp. xvi, 495. Charles A. Ellwood, the author, for many years professor of sociology in the University of Missouri and now President of the American Sociological Society, offers this volume as a statement of his views as influenced by recent evolution of sociological and psychological theory. It is designed as an elementary college text not in psychology, but in sociology; it is to be used as a sort of laboratory manual by the participating observer of social groups in the process of studying these groups. It is comforting to find the author, with other sound observers of the psychology of society, resisting the tendency to mistake the Freudian reflections for scientific knowledge and dealing with social phenomena with some regard for the difference between subjective impression and objective fact.

For the convenience of the teacher, the book is divided into sixteen chapters of something like equal length; and a brief list of usable references are placed at the end of each. The chapters are broken up into sections of one or more pages each; and the captions of these sections aid the student in following the author's argument. The spirit and tone of the discussion is generous and reasonable, but even with all of the author's efforts at clearness and definiteness the reader will find it necessary to bring his powers of concentration to bear on the task if he is to lay the book down with a feeling of satisfied curiosity. This necessity is not the fault of the author; it grows out of the fact that both psychology and sociology are still in a formative and plastic stage that leaves the seeker after definiteness sadly discouraged.—EDGAR DAWSON.

An Introduction to the History of Western Europe. By James Harvey Robinson (Ginn & Company, Boston, 1925; xi, 854 pp. \$2.96). This "new brief edition" of a well-known manual is the first since 1918 and is a revision undertaken in the light of the remarkable development during the first quarters of this century and of the War of 1914. Less change than might have been expected has been made in the first three-quarters of the book, which deals with European history before 1815, but the last quarter has been rewritten, with the specific intention of discovering "how the conflicting ambitions of European states came to involve so large a portion of humanity" in the War of 1914. By gradually focussing attention on "imperialism" and the Near Eastern Question, the crowded concluding chapters, which deal with the war and its aftermath, are made surprisingly clear, and it may be said of them that they succeed as well in steering a judicious course through the still troubled waters.—J. B. B.

For some time there has been a distinct need for a source book of well-chosen material for use in connection with courses in American government. To meet this need the Century Company has included in its political science series a volume of *Materials Illustrative of American Government*, edited by Professor Rodney L. Mott, of the University of Chicago (New York, The Century Company, 1925. 397 pp. \$3.00.). It includes about sixty selections based in part as a result of an inquiry made of numerous college instructors. Most of the items chosen are admirable. Virtually all are primary source material with a minimum of mutilation. The third part of the book dealing with state and local government is much the best. It contains, among other things, the Cleveland Proportional Representation provisions, the Wisconsin Anti-Lobbying Law, the Maryland budget, the Minnesota Corrupt Practices Act, and the Massachusetts Optional Charter Law. It will be a welcome companion to the average text which

is lacking in concreteness and reality. The items, however, bear little relation to one another and are not focused for discussion. In the hands of an incisive teacher they may be made to serve the purposes of discussion, but the controversial points are not borne in upon the student by the selection and arrangement of the material itself. The idea of illustration has been rather narrowly conceived.—J. D. MCG.

The pamphlet entitled *Preparation and Use of New-Type Examinations*, by D. G. Paterson (the World Book Company, Yonkers, 1925. vi, 87 pp. 60c.), in general keeps within the boundaries of its title and is not a discussion of the merits and defects of new-type examinations. Although bias in their favor is acknowledged and inevitable, the author provides a bibliography of the controversial treatments of the subject. As for the manual itself, the reader may find some of its repetitions a little uncomplimentary, but the method is otherwise straightforward and comprehensive, and free use of examples makes it most workmanlike and useful. It will be when he comes to Appendix A, which contains almost complete the process in a psychology examination from three types of questions asked to terminal correlation of grades, that the reader may be excused for a tremor or two and for a prophetic glimpse of the day when no educational institution will be complete without a corps of examination consultants and educational statisticians, and a battery of calculating machines.—JOHN B. BRENNER.

Considerable light is shed on a hitherto little known aspect of American foreign relations by Pauline Sefford Relyea in her *Diplomatic Relations between the United States and Mexico under Porfirio Diaz, 1876-1910* (Smith College Studies in History, Vol. X, No. 1, Northampton, Mass., 1924. iv, 91 pp.). The first twenty-six pages are devoted to an introductory note and to a brief résumé of the early diplomatic relations between the two countries. In this connection the author ventures the opinion that the United States was as much at fault as Mexico in so far as the struggle for the frontier was a factor in bringing about the Mexican War. From her study of the later period she concludes that Diaz was a man of great personal power and an ambitious and foresighted leader who did all that he possibly could to promote friendly relations with his powerful northern neighbor. The United States, she also points out, co-operated in maintaining peace and good will. It was not until after the evils of capitalism and monopoly, growing out of the oil business, had begun to manifest themselves that the attitude of the Mexican people changed and that relations between the two countries became more strained.

The second edition of Slason Thompson's *A Short History of American Railways* (New York, D. Appleton and Company, 1925. 473 pp. \$2.00) contains a mass of interesting information on one of the most important and, at the same time, fascinating aspects of American history. The twelve chapters into which the volume is divided cover the story of the development of our railways from their very beginning to the present. The numerous errors which marred the first edition have been eliminated, thus adding to the reliability of the work. Perhaps some of those who read this volume will not agree entirely with the manner in which Mr. Thompson has arranged his material. Teacher and student as well as the general reader, however, are under obligations to him for the four hundred-odd illustrations which accompany the text, as well as for the numerous tables, especially those in the last three appendices. The book deserves a place in every school library.

Those who essay to write local history, particularly state history, will do well to read the little volume entitled *A Brief History of North Dakota* (New York, American Book Company, 1925. xxvii, 244 pp.) by Herbert Clay Fish and R. M. Black. Within brief compass and without wasting words the authors have chronicled in interesting fashion the leading social, economic and political events which have shaped the history of one of our best known

agrarian commonwealths. It makes no pretension of being exhaustive, but is, as the authors say, a "pathfinder" and a "guide." Sixty-seven pages are given to early history, sixty-nine to the territorial period, and the remainder to the history of the community as a state. If any feature of the book more than another deserves special mention it is the impression which it gives that the history of North Dakota is a story of conquest, of pioneering, of settlement, of aspirations. A chronology as well as suggested helps for teachers who may use the book as a text are appended.

Starting with the assumption that the monogamic, private family, "a priceless inheritance from the past," should be preserved, Anna Garlin Spencer in *The Family and Its Members* (J. B. Lippincott Co., Philadelphia and London, 1923. 322 pp.) analyzes the problems of matrimony and parenthood in this iconoclastic age. The book is written in a spirit of Sociological Couéism, with all too frequent lapses into mid-Victorian sentimentality, but it is safe, sane and comprehensive and will meet the needs of undergraduate classes in applied sociology and of non-academic groups with similar interests. The bibliography is adequate and includes an excellent guide to current publications. The emphasis throughout the book is upon the ethical, economic, legalistic and political aspects of familiar adjustments and interrelations. The facts brought to light by recent psychological and psychiatric researches are completely ignored in what will seem to many students an unwarranted faith in the beneficence of the mother-home-and-Heaven complex.—R. G. S.

Under the editorial leadership of Professor B. F. Shambaugh, eight members of the University of Iowa Department of Government have collaborated in producing an interesting volume entitled *County Government and Administration in Iowa* (Iowa Applied History Series, Vol. IV. The State Historical Society of Iowa, 1925. viii, 716 pp.). Though a co-operative product, the work has considerable unity because of its careful editorship. The first half deals with county officials and their offices, including the supervisors, auditors, recorders, attorneys, sheriffs and others. The remainder of the book discusses county administration with functions such as welfare work, highways, drainage districts, and health. The volume concludes with a valuable and instructive summary chapter on Reorganization of County Government in Iowa by Kirk H. Porter.—J. D. McG.

Students and others interested in the settlement of the Far West will find much valuable material in the *Diary of Dr. Thomas Flint, California to Maine and Return, 1851-1855* (Historical Society of Southern California, Los Angeles, 1923. 78 pp. \$1.00). It gives a day-by-day account of the travels and experiences of a wide-awake easterner, who first went to California by way of Panama and afterwards by the overland route. Especially worth while are the intimate glimpses which it contains of pioneering methods in the days before iron rails had harnessed the country. One cannot read its pages without catching the spirit of the times.

The revised edition of Charles A. Beard's and William C. Bagley's *Our Old World Background* (The Macmillan Company, New York, 1925. Pp. xv, 525. \$1.20) does not differ fundamentally from the original volume which first appeared in 1922. Here and there passages have been cut, perplexing figures of speech eliminated, and more direct and concrete statements of fact added. The most striking difference one notes in comparing the two editions is the use of more simple and vivid maps in the revised volume. Many new pictures have also been substituted. From every page it is evident that the authors have left no stone unturned to make the new edition even more serviceable than its predecessor.

Students of American history are frequently misled into believing that mercantilism was a device of George III to crush out the liberties of the thirteen colonies, and that the surrender of Cornwallis at Yorktown marked the collapse of mercantilist statesmanship. It is the virtue of *A Short History of Mercantilism* by J. W. Horrocks

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(New York, Brentano's, 1925, 249 pp.) that it puts mercantilism in a proper historical setting, including ancient times and the present day with the eighteenth century. Mercantilist principles and practices in England, Spain, Portugal, the Netherlands, France, Germany, and the United States are analyzed at some length, and a final chapter, "Mercantilism, Old and New," demonstrates that the dragon still awaits its St. George.—E. M. E.

Professor A. B. White has completely revised *The Making of the English Constitution, 449-1485* (G. P. Putnam's Sons, New York, 1925. xxxiii, 461 pp. \$3.75) and has thereby ably continued its usefulness. In particular, he has incorporated in his college text the published work on the subject of the last seventeen years, notably the constitutional histories of Maitland and G. B. Adams, the work of Haskins on Norman institutions, and that of Writ on administrative history. The bibliography, moreover, has been brought up to date and should be of great convenience. If it errs it is on the side of generosity, but one omission at least seems worthy of note, the essay in "Tudor Studies" (Longmans, 1924) by T. F. T. Plucknett on *The Lancastrian Constitution*.—J. B. B.

In *Ancient Egypt. Outline of History*, by Reginald C. Clover (The Sheldon Press, London, and the Macmillan Company, New York, 1925. xi, 64 pp. 1/s net), the author claims to give a "general comprehensive survey," but such a claim is too pretentious for a booklet which covers the pre-Dynastic period in two pages and the Middle Kingdom in five. Moreover, the personality and charm of these interesting people are quite obscured by the monotonous generalities about wars, expeditions and changing court life. The book has a serviceable dynastic chronology, though its bibliography is too brief to be of much use. At best it will be of value as a handbook when visiting museums or as a review for certain kinds of examinations.—M. B.

Periods of Chinese History and Parallelism with That of the West, a chart by the late Professor Thomas F. Carter, of Columbia University (New York, Ginn and Company, 1925. 30 by 60 inches. Wall map form, \$5.00; folded, in manila container, \$1.96) was designed as a classroom chart which, by the device of parallel columns, portrays not only the simple outlines of Chinese history from B C 2800 to A. D. 1900, but indicates as well the important names and events of Western history, the corresponding character of Western civilization, and the related progress of Western invention. Chinese literature and art are accorded separate columns. Prepared primarily for use in a college classroom, the chart is admittedly sketchy, and is designed to offer graphic support to a series of lectures rather than to present in itself an independent survey of its subject.—W. L. WILLIAMS.

Students in search of statistical information on the relief work in Belgium from 1914 to 1919 should consult George I. Gay's *Statistical Review of Relief Operations* (Stanford University Press, 1925. ix, 439 pp.). This weighty volume summarizes the work done by the Commission for the Relief of Belgium, of which the Honorable Herbert Hoover was chairman, and which during the World War was chiefly responsible for maintaining the economic life of Belgium and saving its people from starvation. Part I, entitled, "Review of Relief Operations," and comprising 81 pages, serves as an admirable introduction to the statistical tables.

Selections from Gibbon's Decline and Fall of the Roman Empire. By H. G. Rawlinson and W. N. U. Dunlop (Longmans, Green & Company, 1925. \$2.25), contains a three hundred and sixty page selection of passages from Gibbon's classic work, which will be useful to those who wish to sample the original without reading the whole. The readings are based on Professor Bury's standard annotation. A useful, short account of Gibbon's life introduces the volume.

Notes on Periodical Literature

BY GERTRUDE BRAMLETTE RICHARDS, PH.D.

In explaining the situation in Africa, Professor M. M. Knight calls attention to the fact that "Contemporary Morocco definitely dates from the international conference at Madrid in 1880....There were the four European rivals....Spain, Great Britain, France and Italy, and Germany was already feeling the interest of a great trading country in a promising market....The great trouble is that Morocco is a historical, religious and moral unit, and should be an economic one....Tangier, a point of vast importance, is smothered by the 'international' status of its small zone....In spite of an 'International Statute of Tangier' drawn up by France, Spain and Great Britain in December, 1923, both Italy and the United States have kept their diplomatic agents which the pact was to have abolished....Our State Department has now publicly called the attention of Maxwell Blake, Consul General and Diplomatic Agent at Tangier to certain aviators engaged in a Moroccan civil war without having renounced their United States citizenship....Obviously, it might be embarrassing to us if some one should collect the \$5,000 reward offered by Krim for one of these aviators dead or alive." ("Moroccan War against France and Spain," in the November *Current History*.)

The Hon. A. S. Malcolm, member of the legislative council of New Zealand, asks: "If the Empire is to be kept together, what is to be done? Everyone seems to recognize that the present position cannot be maintained. The Dominions are insisting on being treated as full partners. Failing that, they are beginning to act as independent entities. There is no feeling of soreness against Great Britain, no quarrel with her, and in any event, there will be, it seems plain now, no revolution. The Dominions....failing to get the status of partners and a right to a deliberative and executive say in diplomacy and in the making of war and peace, will probably set up agencies of their own for dealing with these matters and will not associate themselves with what is done by Britain....The breaking up of the British Empire would be the greatest calamity the world has ever known....British people....labor and spend to keep alive the League of Nations. Many wish they would spend more thought on maintaining the magnificent league of nations called the British Commonwealth of Nations....The great hope for the future of the world lies in a good and permanent understanding between the British Empire and America. The first requisite of that is the continuance of the British Empire....And yet in New Zealand, a Dominion intensely loyal to Britain, the disintegration of the British Empire is a matter of everyday conversation....What can be done?" (October *Nineteenth Century*.)

"The Senate Rumpus" is discussed in the October *Forum* by George Wharton Pepper and George W. Norris, whose articles are accompanied by an introduction by Donald Wilhelm and by authorized extracts from the Vice-President's speeches.

Phillip Guedalla's charming study of King George III, "The Stepfather of the United States," appears in the October *Harper's*.

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GREAT WAR AND ITS PROBLEMS

- The Black Hand Plot that Led to the World War. Sidney B. Fay (*Current History*, November).
- Whitewashing Germany. John Pollock and F. de Marwicz (*National Review*, October).
- Notes on Foreign (non-British) War Books. (*Army Quarterly*, October).
- Le Général Charles Mangin. General Gouraud (*Army Quarterly*, October).
- The Battles of Ludendorff on the Russian Front (continued). Gen. Hubert Camon (*Coast Artillery Journal*, October).
- The Other Side of the Hill. (*Army Quarterly*, October.) V. Delville Wood, July 14-19, 1916.
- The First and Second American Divisions in the Offensive of July 8, 1918. Gen. Pierre E. Berdoulat (*Cavalry Journal*, October).
- The Campaign in South Kurdistan, 1919. Rev. J. Cethin Jones (*Army Quarterly*, October).
- Germany's Submarine Campaign. Capt. Friedrich Schloesser (*Living Age*, October 31).
- The Blame for the Sarajevo Murder Plot. Anthony V. Seferovitch (*Current History*, December).
- Preparations for the Second Battle of the Marne. Col. Conrad H. Lanza (*Coast Artillery Journal*, November).
- Tales of the German Airships. Brig.-Gen. Walter B. Caddell (*Chambers's Journal*, November). II. The last air raid of Scotland.
- German Industrial Organization since the World War. Robert J. Liefmann (*Quarterly Journal of Economics*, November).
- The Beginning of the Peace. Charles Seymour (*Yale Review*, January). The Locarno agreement.
- The Conference at Locarno. William MacDonald (*Current History*, December).
- The Locarno Pacts: Their Meaning to Europe and to America. Norman H. Davis (*Current History*, December).

UNITED STATES AND DEPENDENCIES

- The Dilemma of Democracy in the United States. William E. Dodd (*Virginia Quarterly Review*, October).
- The Romance of American Expansion. Thomas R. Hay (*South Atlantic Quarterly*, October).
- How the Federal Courts Were Given Admiralty Jurisdiction. Harrington Putnam (*Cornell Law Quarterly*, June).
- The Development and Growth of the American Navy. Capt. Waldo Evans (*U. S. Naval Institute Proceedings*, October).
- The Proprietors of the Northern Neck (continued). Fairfax Harrison (*Virginia Magazine of History and Biography*, October).
- New Jersey Medical History in the Colonial Period. Richard L. McClenahan (*Proceedings of New Jersey Historical Society*, October).
- John Hart, the New Jersey Signer. Louis H. Patterson (*Proceedings of New Jersey Historical Society*, October).

- The Life of Thomas Johnson (continued). Edward S. Delaplaine (*Maryland Historical Magazine*, September).
- Some North Carolina Tracts of the 18th Century. William K. Boyd (*North Carolina Historical Review*, October). IV. Henry McCulloh's "Miscellaneous Representations relative to Our Concerns in America (1761)"; V. Maurice Moore's "Justice and Policy of Taxing the American Colonies in England (1765)."
- The Remonstrance of Virginia. (Tyler's Quarterly, October.)
- The Proposed Amendments to the Articles of Confederation (concluded). George D. Harmon (*South Atlantic Quarterly*, October).
- A Forgotten Washington. Scannell O'Neill (*Records of American Catholic Historical Society*, June). William Thornton Washington.
- The Constitution and Foreign Relations. Newton D. Baker (*Virginia Quarterly Review*, October).
- Origin of the Names given to the Counties in Pennsylvania (continued). (*Western Pennsylvania Historical Magazine*, October.)
- Salem Vessels and Their Voyages (continued). George G. Putnam (*Historical Collections of Essex Institute*, October).
- The Pearsons and Their Mills. Russell L. Jackson (*Historical Collections of Essex Institute*, October).
- Baltimore's Experiment in Transatlantic Steam Navigation. F. C. B. Bradlee (*Maryland Historical Magazine*, September).
- Fort Loudoun in the Cherokee War. P. M. Hamer (*North Carolina Historical Review*, October).
- The Osage War, 1837. Roy Godsey (*Missouri Historical Review*, October).
- The Attempted Mutiny on the U. S. Brig "Somers" (1842). Rear Adm. Livingston Hunt (*U. S. Naval Institute Proceedings*, October).
- The Newspapers of Oregon, 1846-1870. Flora B. Ludington (*Quarterly of Oregon Historical Society*, September).
- The Cape Fear and Yadkin Valley Railroad. Roland B. Eutsler (*North Carolina Historical Review*, October).
- The Olympia Narrow Gauge Railroad. Winlock Miller, Jr. (*Washington Historical Quarterly*, October).
- The Early Art of Terrestrial Measurement and its Practice in Texas. Edwin P. Arneson (*Southwestern Historical Quarterly*, October).
- Early Gunpowder Making in Missouri. William C. Breckenridge (*Missouri Historical Review*, October).
- The Federal Indian Policy in Texas, 1845-1860 (concluded). Lena C. Koch (*Southwestern Historical Quarterly*, October).
- Slavery in Western Pennsylvania. Edward M. Burns (*Western Pennsylvania Historical Magazine*, October).
- Blockade Running during the Civil War (continued). Francis B. C. Bradlee (*Historical Collections of Essex Institute*, October).
- Recollections of General Robert E. Lee. Christiana Bond (*South Atlantic Quarterly*, October).
- Lee and the Ladies, II. Douglas Freeman (*Scribner's*, November).
- The Liberal Republican Movement in Missouri. Thomas S. Barclay (*Missouri Historical Review*, October).
- The Lithuanians in the United States. Konrad Bercovi (*Century*, November).
- Some Antecedents of the American Doctrine of Judicial Review. D. O. Wagner (*Political Science Quarterly*, December).
- The Judicial Power of the American People. James B. McDonough (*American Law Review*, September-October).
- The Impact of the American Immigration Law on the Japanese Nation. Yusuke Tsurumi (*Mid-Pacific Magazine*, December).
- The Political Decline of America. Frank R. Kent (*Harper's*, December).
- German-American Commercial Relations. Wallace McClure (*American Journal of International Law*, October).
- Colonial History Debunked. Harold U. Faulkner (*Harper's*, December).
- Notes on the Curriculum in Colonial America. Robert F. Seybolt (*Journal of Educational Research*, November).
- Washington's Old Home Farm. George A. England (*Daughters of the American Revolution Magazine*, December).
- William Gooch: Successful Royal Governor of Virginia. Percy S. Flippin (*William and Mary College Quarterly*, October).
- The Occupation of Pensacola Bay, 1689-1698, II. William E. Dunn (*Florida History Society Quarterly*, October).
- The Massacre of the Villasur Expedition at the Forks of the Platte River, August 12, 1720. A. B. Thomas (*Nebraska History and Records of Pioneer Days*, July-September, 1924).
- Illinois' First Citizen: Pierre Gibault (continued). Joseph J. Thompson (*Illinois Catholic Historical Review*, October).
- American Tobacco and French Politics, 1783-1789. Frederick L. Nussbaum (*Political Science Quarterly*, December).
- Early Rhode Island Flags. Howard M. Chapin (*Rhode Island Historical Society Collections*, October).
- Early Settlers in the Valley of Virginia. Charles E. Kemper (*William and Mary College Quarterly*, October).
- History of the Lost State of Franklin. John H. DeWitt (*Tennessee Historical Magazine*, October, 1924, published November, 1925).
- Tennessee's First Military Expedition (1803). Samuel C. Williams (*Tennessee Historical Magazine*, October, 1924).
- The Truth regarding "Tiger-Tail. Isabella Williams (*Florida History Society Quarterly*, October). Indian chief of the Seminole War.
- A Tempest in a Teapot: Jackson's "LL.D." Andrew McF. Davis (*Tennessee Historical Magazine*, October, 1924). Reprinted from Massachusetts Historical Society Proceedings, October-December, 1906.
- Telegraph Pioneering. Ben H. Wilson (*Palimpsest*, November).
- In the Battle of Winchester. John E. Briggs (*Palimpsest*, November).
- A Confederate Pepys. Gamaliel Bradford (*American Mercury*, December). John Beauchamp Jones, clerk in the war department at Richmond.
- The Unfathomed Lincoln, II, III. Carl Sandburg (*Pictorial Review*, November, December).
- The Great Western Railway Systems and How they were Established and Developed. W. W. Baldwin (*Illinois Catholic Historical Review*, October).
- The Esch-Cummins Act. C. E. Daggett (*American Law Review*, September-October).
- Home Rule in New York State. Joseph McGoldrick (*American Political Science Review*, November).
- Counting Votes before the Polls are Closed. Lucile McCarthy (*American Political Science Review*, November).
- New York State Literacy Test. F. C. Crawford (*American Political Science Review*, November).
- The Institute of Politics (Williamstown). Bruce Williams (*American Political Science Review*, November).
- The New Hampshire Legislature: Session of 1925. Andrew W. Edson and Robert C. Hardy (*American Political Science Review*, November).
- The Legislation of the Forty-first General Assembly of Iowa. Jacob A. Swisher (*Iowa Journal of History and Politics*, October).
- United States Occupation of the Dominican Republic. Commander C. C. Baughman (*U. S. Naval Institute Proceedings*, December).
- American Imperialism in the Indies. Henry K. Norton (*World's Work*, December).

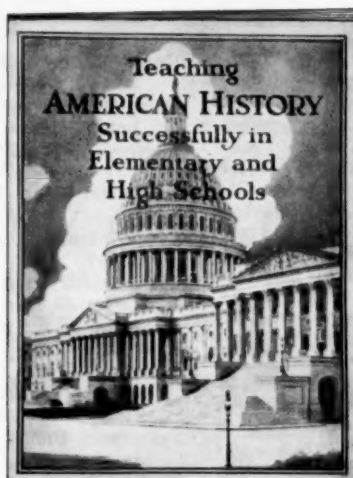
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